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THE SHURTLEFF GRAMMAR SCHOOL-HOUSE.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF BOSTON.
1869.

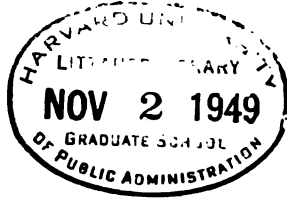


BOSTON:
J. MUDGILL & SON, CITY & ALBANY STS.
1870.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF BOSTON.
1869.



BOSTON:
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1870.



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CITY OF BOSTON.

In School Committee, September 21, 1869.

Messrs. Dillaway, Ordway, Haskins, Washburn, Parkman, Hunt and Fogg, were appointed the Committee to prepare the Annual Report of the School Committee for the school year 1869.

Attest :

BARNARD CAPEN,
Secretary.

In School Committee, November 9, 1869.

The Chair appointed Mr. Holbrook on the Committee to prepare the Annual Report, by reason of the resignation of Mr. Dillaway, as a member of the Board.

Attest :

BARNARD CAPEN,
Secretary.

In School Committee, January 4, 1870.

Mr. Hunt tendered his resignation as a member of the Committee appointed to prepare the Annual Report of the School Committee, and the resignation was accepted.

Attest :

BARNARD CAPEN,
Secretary.

REPORT.

THE Special Committee, appointed by his Honor the Mayor and approved by the School Board, to prepare the Annual Report for the school year ending Sept. 6, 1869, having attended to that duty, present the following suggestions, with special reports from different Committees and other matters which may be considered of interest and profit in the management of our Public Schools.

KINDERGARTEN SCHOOLS.

By a petition asking for the establishment of an experimental Kindergarten school, our attention has been called to this subject. It seems to us that the petition should be granted.

The fundamental ideas of this system of instruction are these. "Froebel's Kindergarten is a primary art school; for it employs the prodigious but originally blind activity and easily trained hand of childhood from the age of three years in the production of things within the childish sphere of affection and fancy." The school is not a mere place for play. Recognizing the fact that curiosity, the desire to handle things, to become acquainted with the outward world, are among the first impulses of the

young child, the instructor conforms his teaching thereto. Instead of giving the pupil a book treating of abstractions in which he can as yet feel no interest, he presents to him objects which more or less pique his curiosity, appeal to his fancy, task his invention. This and not mere amusement is the intent of the blocks, balls, sticks, curved wires, pricked cards and boxes of cubes and triangles which are placed before him. They are his first lesson books. Through these he gets quickness of observation, nicety of touch, accuracy of eye, skill in analyzing and comparing, knowledge of materials and of the laws of things. It is confidently claimed that these exercises constitute an important preparation for after studies in drawing, arithmetic and geometry. Indeed, it may be said that the child of four years, who is learning to make symmetrical forms and to measure distances, to separate and adjust with his blocks and triangles, is already studying these branches of education. Habits of attention, order, accuracy and industry, coupled with a remarkable freedom from the restlessness, irritability and insubordination usually present where the pupils are not interested in their studies, are also characteristic of this system. Great stress, too, is laid by its advocates upon its moral bearings and results. Self-control, and thought of others, and gentleness, are constantly inculcated. The sports of the children out of school are also most carefully supervised; and accompanied by song and simple music are regarded as an important part of their education.

Not to speak of other advantages, it seems to us that the habits, mental and moral, which the Kindergarten tends to form, will constitute a better preparation for subsequent entrance into the Primary and Grammar school, than that which most children will acquire elsewhere.

We think that it may likewise help to answer this question, "How shall we educate those who, leaving school at fourteen or fifteen years of age, will have to get their living by the labor of their hands?" Froebel appears to have had this inquiry in mind. He does not educate the head solely. He remembers that his pupils have hands also. And it is not too much to say that in helping to make the hand of the boy skilful, and his eye accurate, and in teaching the girl the rudiments of nice needle work, designing, and other feminine accomplishments of a thoroughly useful nature, the preparation of the Kindergarten will reach in its results far beyond the after experiences of the schools.

An admirable condensed statement of the advantages of this mode of instruction by "Miss E. E. Peabody," is appended to a lecture by Cardinal Wiseman (edited by her), which we trust all interested in the subject will read.

It remains for us only to express our hearty concurrence with the views therein presented, and our hope that the School Committee will take measures to establish a kindergarten school in connection with our other public schools.

The Schools for Deaf Mutes, and Evening Schools

have thus far proved a decided success; and, without doubt, time and experience will increase their perfection to such an extent as to prove the wisdom of the Board in their establishment. The matter of Free Books has also been strenuously urged by some members of our Board, and facts have been introduced showing that in other cities, where this system is carried out, it meets with the approval of those who are interested in education. Your Committee would suggest, therefore, that the experiment be tried if possible to bring about this change.

Industrial Schools have also claimed some sympathy from the Board by petition and otherwise, and time may develop some plan by which this system can be advantageously introduced. Its advocates are many, and only by a well regulated persistency can any new measure be introduced.

SCHOOL DISCIPLINE.

The abolition of corporal punishment is a matter which for several years has been presented to the Board, and there is no doubt but the members generally desire some change, but feel at a loss to know what form of punishment should be used in its place. Your Committee (with but one exception) think the time has arrived, when, to say the least, the experiment should be tried to dispense altogether with this form of discipline. The spirit of the age seems to demand it. Improvements are constantly made in other matters relating to schools, why not in this? Would it not be better for teach-

ers as well as scholars? The Hon. S. S. Randall,* in his Report for the school year ending Dec. 31st, 1869, on this point says: "It appears from the official reports made to this Department, for the year ending on the 1st of November last, that in twenty-three of the forty-eight Male Departments, *in which alone such punishments are permissible*, no corporal punishment has been inflicted; and that the average number per month in the remaining twenty-five departments has been only thirty. It is satisfactorily established in my judgment, that no absolute necessity exists for a continuance of this mode of discipline, so liable to abuse, so repugnant to every sensibility of our nature, and so at variance with an enlightened system of public instruction, and the dictates of a sound public opinion. *I cordially congratulate the Board, therefore, on its entire abolition*, and respectfully recommend the enactment of suitable provisions for the suspension or expulsion of incorrigibly vicious or contumacious pupils, and their exclusion from any public school, except upon satisfactory assurance of future good behavior. It seems to me high time that this barbarous relic of antiquity had ceased to find a place in our modern institutions of learning; and that the pupils of our public schools should be placed upon the same footing in this respect, as they occupy in all the other relations of life, outside of such domestic circles as possessing the sole right to resort to

* NOTE.—It will be noticed in this Report that the views of this gentleman are even more radical than those expressed in a letter written to Dr. Ordway in 1868.

this mode of punishment deem it most efficacious in the moral culture of their children.

“More than thirty years since, General Dix, then State Superintendent of Common Schools, officially decided that ‘the practice of inflicting corporal punishment upon scholars, *in any case whatever, has no sanction but usage.*’ The teacher is responsible for maintaining good order, and he must be the judge of the degree and nature of the punishment required, where his authority is set at defiance; at the same time, he is liable to the party injured for any abuse of a prerogative *which is wholly derived from custom*’ (Com. School Decisions, 1837, p. 102). This decision has never since been questioned or overruled by the Department, or, so far as I am aware, by the courts. For a period of over twenty years, this method of punishment has been prohibited in the evening schools, the pupils of which are certainly not more amenable to discipline than those of the public schools; and no complaint has at any time been made that such prohibition has, in any respect, been injurious to the prosperity of these schools. *In the Primary departments and schools, comprising more than one-half of all the pupils in the city, no corporal punishments are permitted, and no complaints of relaxation of order or discipline have as yet been heard.* In the female departments of the Grammar schools it is unnecessary to say this ‘relic of barbarism’ has never obtained a footing. In nearly one-half of the male departments it has been wholly discontinued, with a visible improvement in the order

and discipline of the pupils. Why, then, should it be longer retained in any? It is not denied that there is a period in early childhood, before the development of the intellectual and moral faculties, when corporal chastisement may be necessary and even beneficial. But when the child is of sufficient age to be separated from his parents and to participate in the instruction of our public schools, both these faculties are capable of cultivation and should alone be appealed to. The infliction of physical punishment in any and every case is brutalizing; degrading to the child — necessarily and instinctively calling into exercise the worst passions of his nature — necessarily cultivating a spirit of vindictiveness and revenge or at best of moroseness or sullen obstinacy — and not unfrequently invoking a corresponding feeling on the part of the teacher. No such resort to personal violence would, for a moment, be tolerated in any other place, outside of the domestic sanctuary. If a child misbehaves himself, or creates any disturbance in the Sunday school, in the church, at places of public amusement, in the lecture-room, or any other social gathering to which he may be admitted, prompt and effectual measures are taken for his exclusion. Why should it be otherwise in our public schools? These institutions are organized and designed for the sole and especial purpose of instruction, and mental and moral cultivation.

“Why should not every pupil and his parents or guardians be informed on his entrance that every facility would be afforded him for this object, so long

as he conducted himself with the propriety and order befitting the place; and that if his conduct was such as to subvert the necessary discipline of the school, to interrupt its exercises, or demoralize its pupils, he should be sent back to his parents until such time as some sufficient guarantee could be afforded for his future good behavior, and that in the mean while he would be debarred from any other similar institution? Would not parents and guardians themselves, who had neglected their duty in this respect, be stimulated by such expulsion or suspension to prepare their children or wards for admission to the public schools on the same footing as others? Is there, or can there be, any good reason why this duty should be shifted from the shoulders of the parent, to that of the teacher, whose functions are essentially different?"

"The public opinion of the age in which we live has unmistakably affixed its seal of condemnation upon this degrading species of punishment. In all our higher institutions of learning,—in our Universities, Colleges, Academies, Seminaries, Normal and High schools, it has substantially disappeared. Even in the Army and Navy, where the rigid maintenance of discipline is an absolute necessity, it has been proscribed.

"Its infliction as a penalty for crimes and misdemeanors, in one of the States of our Union, has called forth from the public press one universal and indignant cry of disapprobation and shame. Was it desirable that the public schools of the city of New York should longer retain, in their discipline, this relic of a past age — sanctioned as it is by custom

alone — justified by no law — repulsive to every benevolent dictate of our nature — and disapproved by the enlightened judgment of every community? Was it not rather incumbent upon us, justly proud as we are of the conceded superiority of our system, to proclaim to the world by the entire abolition of this mode of punishment, our judgment of its inefficacy, impolicy, and inconsistency with every well founded method of educational culture?"

This opinion from the Superintendent of the Public Schools of the City of New York certainly demands some attention, and evidently is given with a certainty that has resulted from long experience as a public educator.

In the Massachusetts Legislature of 1868, the Committee on Education, consisting of Messrs. F. D. Brown of the Senate, and D. A. Goddard, Geo. E. Allen, L. A. Abbott, John P. Ordway, N. M. Gaylord of the House, and B. F. Clark of the Senate, presented three separate reports. The first four named gentlemen say, "That, while they are convinced that the practice of corporal punishment is unwise, unnecessary and demoralizing in its effects upon both teachers and scholars, nevertheless, believing that full power to banish it from our public schools is now vested in School Committees, and further, that the time and the manner of dealing with the question should be left to their discretion, they report that it is inexpedient to legislate on the subject." Then follows one minority report in favor of the entire abolition of corporal punishment, written

by Dr. Ordway and signed by Messrs. Ordway and Gaylord, which your Committee think it advisable to print in full with but few additions, as it contains the opinions of so many distinguished educators all over our country.

“The undersigned, members of the Legislative Committee on Education, herewith present their Minority Report, in favor of the entire abolition of corporal punishment in all of the schools of our State, without regard to age, color, race or sex. In presenting a few of the many reasons for the abolition of corporal punishment, we intend to be just, assuming that justice belongs to the *scholar* as well as teacher. In defining corporal punishment, we mean any punishment which produces physical pain. School government, to be really effectual, should consist of kindness, parental love and affection, which guides only by a desire to interest as well as instruct the pupil. The teachers who possess these qualifications never resort to corporal punishment, but, with a firm and loving nature, study the individual character of each pupil under their charge, in regard to constitution, temper, capability, *peculiar sensibility* and mental endowment.

“But the question may be asked, ‘Why seek for legislation in the matter, when the subject should be left to district committees?’ We reply, ‘For the simple reason that members of the school board are too much influenced by the opinions of teachers who have so long revelled in the debasing practice of corporal punishment that the system has almost become

a part of their nature.' When first the school committee man enters upon his duties, he revolts at the idea of the sharp ring of the rattan or ferule as a means of discipline upon a human being, and the demoralizing influence upon his own mind of such treatment; but the teacher says, 'It must be; we cannot dispense with the rod entirely, for it is absolutely necessary in extreme cases, but we desire you to understand distinctly that we never use it except it is positively required as a "*last resort*;"' and the committee man quiets his mind with the belief that all is right, and that we have the best schools and teachers in the world. Those words, '*last resort*,' so often used by teachers, should, in nine cases out of ten, read, '*first resort*,' as thousands of children could testify from the experience of year to year.

"But we propose to give a few of the many reasons why, in our judgment, corporal punishment should be abolished. If left to teachers it will not be done, at least for many years; they love power; they cling to authority in this matter as if their lives depended upon it. In their teachers' meetings, if one of their number happens to suggest that it might be dispensed with, the idea is scouted at once. 'What, take away from us this "*last resort*" in an extreme case! shall it be said by the community that we have been doing wrong all our days; that we have whipped little boys and girls to no purpose? away with this sickly sentimentalism, and retain the power. A good teacher never whips unless he is obliged to.' And thus good teachers, who seldom if ever whip, are

placed in the same boat with the bad teacher, and are obliged to take their average share of the obloquy attendant on the same. Again, teachers are constantly arguing that it will not do to take away the power, when the same argument was used by officers in the army and navy, and it was found that while left to boards of navy and army officers to decide, the rod would not be abolished. The acting officers were saying from time to time to the naval and army boards: 'There will be mutiny if you dispense with it; why, our lives will not be worth anything.' Consequently, Congress steps in and passes a law abolishing the brutality. Corporal punishment should be abolished because thousands of parents desire it. The numerous petitions which have from time to time been presented by parents for its abolition is a strong reason, *because we believe the teacher, acting in 'loco parentis,' has no right to use a form of discipline in school, which the parent does not use at home.* The fact that many parents have taken their children from our public schools, and sent them to private schools, is evidence that the system is faulty. Again, how absurd is the idea that any teacher can have towards a child true parental feeling, or at least such feeling as the mother holds towards her offspring.

“Corporal punishment should be abolished because of the great contrariety of opinion among teachers, as to the class of children requiring the most severe discipline; some contending that the children of the poor and ignorant require the most on account of

their severe discipline at home, while other teachers contend that the children of the rich and favored are petted so much at home that *they* need the most physical chastisement; and thus a child of either named class receives chastisement at school, according to the peculiar views of the teachers in different rooms. The child enters the lower class, and the teacher has his idea of parental government; the next room the child enters in his upward progress, the teacher chastises according to his view, and thus the scholar is meted out to each teacher to receive the '*ultima ratio legum*' of the teacher's opinion, whether true or false. We submit that this is an important view of the case; that if the true principle of government is for the teacher to be enthroned *in the affection of the pupil*, this great contrariety of opinion among teachers has done lasting injury to many children, and will continue to do so as long as the law allows corporal punishment in our public schools. Teachers cannot always tell how long a child will bear punishment before yielding, and the amount of physical force required (being left to the discretion of the teacher) is often abused. The timid child will naturally show more grief, when punished, than the resolute boy, who will often hold out even after his mind is convinced. The heart, affections and conscience of neither are really made better by the whipping, for both extremes are liable to abuse; either of timidity, which often produces deception, or of personal conflict between the teacher and pupil.

“The Rev. Dr. Sharp says, ‘*The most turbulent and*

unruly children you can find anywhere are those who are beaten most frequently and most unmercifully.'

"Galloup says, 'Children more often act from impulse than from premeditation, from thoughtlessness than from design, and yet how often is the wrong act put down as a crime, the wrong doer treated as a criminal, while the intent to do evil which alone constitutes crime in the eyes of all laws, human and divine, is wanting.'

"Teachers are often more in fault than their pupils, even to the cause of the offending, for they threaten out of place and time, become rude and impatient, and indulge in tenderness at one time, and extreme severity at another. They often whip for little things, done in buoyancy of spirit, and pass by offences of greater magnitude.

"Corporal punishment should be abolished because some teachers whip in anger, and under great excitement; in fact, such is the nature of the human mind, either in the adult or in the child, that anger excites timidity, or the opposite feeling of moroseness and revenge. Corporal punishment should be abolished because teachers are liable to misjudge, and whip the child who may have committed an error without any wrong intent, equally severe with the child who has committed great wrong intentionally.

"Lyman Cobb, A.M., illustrates this in a work published by him as follows: 'I visited a school, a few years since, intending to spend an hour or two with the teacher and his pupils. Soon after I entered the school-room the teacher called out a class of boys to be exercised in that "ancient and honorable" business

of learning to spell. The teacher had just commenced in his school the system of having the pupil pronounce the word after him before he began to spell it. As the class proceeded in spelling, several of the boys, unaccustomed to this new system, commenced to spell the word before pronouncing after the teacher. After six or seven boys had made the mistake, (which was done of course wholly from the force of habit in spelling on the old plan, without pronouncing the word,) the teacher said in an angry tone, "The next boy who misses I will punish." I was shocked at the injustice of this course on the part of the teacher. Had the announcement been made at the commencement of the exercise, and had he whipped every boy, beginning with the first who made the mistake, there would have been some show of justice, and at least of impartiality, whatever may be said of the expediency, necessity, or humanity of his conduct. Very soon a lovely boy, about ten years of age, of rather a delicate form and nervous temperament, failed to pronounce the word. The teacher said to him, angrily, "Come up here." In an instant his little delicate frame was in a state of nervous tremor. He begged the teacher not to punish him. He said, in the most pitiful and entreating manner, again and again, "*I will remember*," but to no purpose. The teacher took his thin and slender hand in his, bent it in such a manner as to expose the most sensitive part of it to the blows, and then beat it with a long ferule, the dear boy, at each successive blow repeating with piteous cries, "*I will remember, oh, I will remember*," to which the *humane* teacher responded, "*I am afraid*

you wont remember." The eyes of every boy in the school were directed to this unfortunate lad, and every countenance clearly indicated that the whole school sympathized with the boy, and disapproved of the teacher's conduct. I became so much affected that I took my hat and left the school-room. Even now, while writing this paragraph, I seem to hear the almost heart-rending cries and entreaties of that beautiful boy. *Strange as it may seem, at the very next school convention which I attended, this teacher set forth in glowing colors the ruinous consequences which would result to our State and nation, if corporal punishment should be abolished!*

"Corporal punishment should be abolished, because of the great difference of opinion of teachers and of district committees, as to the proper age to whip. In some States it is abolished in all primary districts, — in girls' schools, — while in our own State it is allowed in schools of all grades. The testimony of many medical men has been given in evidence that very young children have been injured for life by the whippings received in school. If such be the fact, which we do not doubt, it seems to us another strong reason why the law should abolish the practice. Just so long as whipping remains recognized as a part of school discipline, cases of excessive punishment will continue to arise. The principle of fear which it engenders, belongs to a savage and not to a civilized race. It is a disgrace to feel, that, while civilization has advanced, this oft-abused power has been allowed to continue in our schools, in place of appeals to the higher faculties and impulses.

“In Quincy’s History of Harvard University, we read the following: ‘Touching discipline, the course of studies, and the nature and efficiency of literary instruction, in the college during the seventeenth century, our means of information are limited and unsatisfactory. Its discipline, unquestionably, partook of the austerity of the period, and was in harmony with the character of the early emigrants. Tradition represents it to have been severe, and corporal punishments to have been among the customary sanctions of college laws. The immediate government kept no record of their proceedings. The tutors chastised at discretion, and on very solemn occasions the Overseers were called together, either to authorize or to witness the execution of the severer punishments. Judge Sewell, in his diary, relates an instance of the mode in which these were inflicted, illustrative of the manners of the age, and of the discipline of the college. It occurred in 1674. The offence was “speaking blasphemous words.” After examination by the corporation, the offence was submitted to the Overseers for advisement. The offender was sentenced to be “publicly whipped before all the scholars,” to be “suspended from taking his bachelor’s degree,” and “to sit alone by himself uncovered at meals, during the pleasure of the President and Fellows,” to be obedient in all things, and, in default, to be finally expelled from the college. The execution of the sentence was no less characteristic than its nature. It was twice read publicly in the library, in the presence of all the scholars, the government, and

such of the Overseers as chose to attend. The offender having kneeled, the President prayed, after which the corporal punishment was inflicted; and the solemnities were closed by another prayer from the President.' (See Pierce's History Harvard University.) 'There is no reason to suppose, that there was anything revolting in this, either to the opinions or the feelings of the age or country. On the contrary, it was in strict accordance with the habits and general notions of discipline prevalent at the period. These formal inflictions gradually grew out of use; but more than a century elapsed after the foundation of the college, before corporal punishments were obliterated from its code.' The law authorizing fines and corporal punishment in Harvard University, at the time such punishments were allowed there, reads: 'It is hereby ordered that the President and Fellows of Harvard College, for the time being, or the major part of them, are hereby empowered, according to their best discretion, to punish all misdemeanors of the youth in their society, either by fine, *or whipping in the hall openly*, as the nature of the offence shall require, not exceeding ten shillings or *ten stripes for one offence*; and this law to continue in force until this court or the Overseers of the college provide some other order to punish such offences. The magistrates have passed this with reference to the consent of their brethren, the deputies, thereunto.' Voted in the affirmative, October 21, 1656. When the unmanly practice of corporal punishment was abolished, suspension and expulsion were substituted,

and the pupil whose conduct was detrimental to the college was obliged to leave the same. The undersigned believe the same principle should be established in our public schools.

“Force is always a stimulant to antagonism; force appeals to the baser passions; force invariably excites a corresponding feeling in the mind of the child, or of the adult.

“Corporal punishment should be abolished, because *children are often whipped for not getting lessons, which they have not the mental capacity to learn.* This is one of the most disgraceful things in our public schools. Children of feeble minds, and of no less feeble bodies, are often made to suffer, for what in reality they cannot help. God has not made them with the same capacity of some of their fellows, and consequently they must be whipped into the knowledge. Oh, how true it is, that the ambition of many a poor child has been prostrated, or a lying spirit engendered, by the whippings received in schools! Many children cannot learn their lessons from fear that if they fail they shall be punished; particularly is this true of the naturally timid child, whose memory almost becomes paralyzed under such fear, when the smiles and encouragement of the teacher would produce the opposite effect. Can it be that we live in a Christian age, and such inhumanity exists? It is said that Mrs. Wesley, the mother of John and Charles, was a woman of singular talents and rare excellence; so learned, that she was able to prepare her sons for college. She had the chief education

of her numerous children. One day her husband, the worthy rector of Epworth, was busy with his learned labor, probably with his 'Commentary on Job.' Mrs. Wesley was teaching the children in the same room, and had occasion to repeat, again and again, the same lesson. Mr. Wesley, perhaps a little irritated by his abstruse studies, arose and said with much feeling, 'My dear, why do you teach the child the same thing *twenty times over?*' She replied, with feminine meekness, 'Because, my love, *nineteen times* won't do.'

"Spencer says: 'No one can compare the faces and manners of two boys, the one made happy by mastering interesting subjects, and the other made miserable by disgust with his studies, or incapacity, producing consequent failure, by cold looks, by threats and punishment, without seeing that the disposition of the one is being benefited, and that of the other greatly injured. *Whoever has marked the effect of intellectual success upon the mind, and the power of the mind over the body,* will see that in the one case both temper and health are favorably affected, whilst in the other there is danger of permanent moroseness, of *permanent timidity, and even of permanent constitutional depression.* To all which considerations we must add the further one, that the relationship between teachers and their pupils, is, other things equal, *rendered friendly and influential, or antagonistic and powerless,* according as the system of culture produces happiness or misery. Human beings are at the mercy of their associated ideas. A

minister of pain cannot fail to be regarded with a secret dislike, and if he causes no emotions but painful ones, will inevitably be hated. Conversely, he who constantly aids children to their ends, hourly provides them with the satisfactions of conquest, hourly encourages them through their difficulties, and sympathizes in their successes, cannot fail to be loved; nay, if his behavior is consistent throughout, must be loved. And when we remember how efficient and benign is the control of a master who is felt to be a friend, when compared with the control of one who is looked upon with aversion, or at best indifference, we may infer that the indirect advantages of conducting education on the happiness principle, do not fall far short of the direct ones. To all who question the possibility of acting out the system here advocated, we reply as before, that not only does theory point to it, but experience commends it. To the many verdicts of distinguished teachers who, since Pestalozzi's time, have testified this, may be here added that of Professor Pillans, who asserts that, "*Where young people are taught as they ought to be, they are quite as happy in school as at play, seldom less delighted, nay, often more, with the well directed exercise of their mental energies, than with that of their muscular powers.*" Pestalozzi loved to train poor children to exertion, by forbearing and assiduous discipline, and by the ever powerful stimulus of love. He aimed to possess himself of their hearts, and from that point produce everything noble and great in humanity.'

“Demetz, the great reformatory teacher says, ‘Every child has a good side to his character by which he may be approached, and through which his feelings may be touched and softened; and, if this only be carefully studied, and means earnestly sought by which the teacher may gain influence over him, assuredly they will be found, *if the appeal be made from heart to heart.*’

“Dr. Morrill Wyman, who has ever seconded the efforts of one of the undersigned in the cause of the abolition of corporal punishment, says:—

Should corporal punishment in schools be forbidden by law?

The right to punish corporally, children and marriageable females in schools, is derived from the English common law, which also authorized the whipping of wives and apprentices.

There is no statute in Massachusetts for the protection of children against excessive punishment in school.

Corporal punishment should be defined as defined by the Cambridge School Board: “any punishment intended to act through the production of bodily pain.”

It should be forbidden by law with regard to girls, and be either forbidden with regard to boys or allowed only after mature deliberation, with the consent of the school committee and parent or guardian in each case first obtained.

Corporal punishment is unnecessary.

The best teachers govern without it. It benefits poor teachers only, and these are not wanted in our schools.

The school children of a whole nation have been governed without it. In the schools of the Netherlands, confessedly the best in Europe, not a blow has been legally inflicted for nearly half a century. In Prussia, Austria, France and Netherlands, children in school are under the protection of statute law. It is abolished by statute in New Jersey.

Not a blow has been inflicted upon a girl in the Grammar schools

of Cambridge, containing nearly 3,000 children, for a year and a half, and is now forbidden for girls in all the schools. The discipline is good.

No corporal punishment is practised nor found necessary in Sabbath schools where the most neglected children of the lowest classes are or should be collected.

Corporal punishment of marriageable females is practised in the schools of Massachusetts for failure of a lesson. Such practice should be made a misdemeanor and the remedy summary, because it is unnecessary and shocking to the community.

Whipping has ceased in the penitentiaries of Massachusetts and in the State prison for more than ten years ; it has ceased on ship-board and is not practised upon wives or apprentices.

It is not in accordance with the present stage of civilization in this State.

There is no more reason to believe that school children cannot be governed without the whip than there was that sailors, or negroes, or felons could not be governed without the whip.

Arguments for the continuance of the use of the rod drawn from the practice of a half-civilized nation more than 2,000 years ago are not available at the present day.

The English Poor Law Board for the government of pauper children has enacted the following laws : —

ART. 142. No male child shall be punished by flogging whose age may be reasonably supposed to exceed 14 years.

ART. 140. No corporal punishment shall be inflicted on any male child until two hours shall have elapsed from the commission of the offences for which such punishment is inflicted.

ART. 138. No corporal punishment shall be inflicted upon any female child.

Punishment is to be inflicted only in the presence of the master and schoolmaster ; a record must be kept of the particulars of the offence and punishment, and laid upon the table at every ordinary meeting of Guardian and read to the Board.

The children in our public schools should have at least as much protection by law as is allowed to the pauper children of England.

It is injurious to the pupils.

The sensitive, delicate and good children, who are in fear of being whipped for failures, are most likely to fail and therefore most likely to suffer.

The delicate and nervous in their organization are most likely to be uneasy and therefore to be whipped for the organization given them by their Creator.

Females, inasmuch as they are more sensitive, more excitable, more subject to changes and diseased actions during their school life, are more likely to suffer injustice from unwise teachers, and more likely than boys to be injured mentally, morally and physically by corporal punishment.

The period of second teething, from six to twelve years in both sexes, is a period of development, excitement and irritation, it should be borne in mind by parents and teachers.

Those children, especially boys, who are naturally morose, when treated harshly become sullen, and have wrongs, fancied or real, for which they not unfrequently retaliate upon society for the rest of their lives.

Corporal punishment has an injurious effect upon good children, especially girls, who commit no faults for which they are whipped. To see, hear or know that their mates are whipped, is so shocking to them that children have been removed from school for no fault of their own, and deprived of their rights to avoid it. Some teachers deride this sensitiveness in children as sentimentalism. We have no right to destroy their humanity.

If the punishment is secret it is liable to fearful abuse, if public it is a gross outrage upon the good; we might as well compel the community to witness executions.

Children cannot choose their teachers; they must submit to suffer in body and mind if the teacher is unskilful; the suffering of the body can be prevented by the enactment of a law, and the unskilful will be driven from the profession. Children should be protected by statute law from bad teachers as the community is protected by law from bad men.

The use of corporal punishment in schools teaches children that blows are just and proper for the punishment of trivial faults, even in the case of marriageable females; it will also teach them that

they themselves may inflict blows upon those who have committed faults against them.

It is injurious to the teachers.

Corporal punishment demoralizes the teacher. It is a law of human nature that he who frequently causes pain and suffering with the intent to cause pain and suffering becomes callous to the suffering he produces ; his power of measuring it is diminished. History is full of instances. It is seen in criminal courts. Judges have been removed in consequence — schoolmasters are no exception to this law.

He who invents instruments for the purpose of producing pain and with it produces wales and stripes, and extorts screams from females, is already to a certain extent demoralized.

That it is injurious to teachers is shown by their levity in regard to whipping, their declarations made, that a whip should be kept and used in a school-room as a whip is kept and used in a chaise, thus ignoring the reason and moral nature of children ; that to distinguish between boys and girls in this punishment is unjust to the former ; that teachers should keep no record of their punishments ; that they should be responsible to their own consciences only, and that if they are prohibited from the use of one kind of punishment they will resort to others even worse ; that those children who suffer by blows from vicious or ignorant parents at home can only be governed by blows in schools.

The sickening record of the cruelties practised in Girard College proves the necessity of law to protect teachers and children.

Unskilful, indiscreet young men and women are invested with this kind of punishment the moment they enter the school, and are liable to do great wrong during their first days of service. A young woman in a Cambridge school, within four days from her entrance into it, committed an indictable offence upon a little girl.

The temperament of a teacher, his religious belief as to the suffering of the body for the good of the soul, his views as to the nature of offences and their relation to the majesty of God, has led to great cruelty.

Female teachers, who are more excitable than males, less equable in temper, and more liable to mistakes in consequence, would be

greatly protected from the commission of wrong by a statute prohibiting corporal punishment.

It is notorious that the number of prosecutions of teachers has greatly increased, not only in consequence of the increase of the number of punishments, but also because the teachers are now more carefully watched.

The community in Massachusetts is averse to corporal punishment. This is shown by the general movement upon the subject, the declarations in newspapers, secular and religious, in sermons, in the governor's message, in the report of the board of education, by the votes of committees where the question has been presented for decision, the frequent prosecutions of teachers, and their declaration at a public meeting that the respect for them is diminishing. Especially is the whipping of young women and girls opposed by the people. For the protection of the teachers against the present feeling in the community a law should be enacted.

What shall be done with incorrigible children? The same that is done under the corporal punishment system with incorrigible children, and it is claimed that fewer children will be found incorrigible under a system of kindness, reason, and restraint, than under a system of corporal punishment.

If a child is injurious to the school he should be removed, for good children have more rights in school than bad children. If a female is so incorrigible as to require corporal punishment she is an unfit associate for good girls.

If a child commit an offence against the law and become a criminal, he should be placed in the hands of the proper law officers. Schoolmasters should be the friends and teachers of youth, and not policemen.

If this law is enacted, all defence of corporal punishment will cease; teachers will govern by reason and moral power; one of the narrowing influences upon teachers will be removed; towns will demand better teachers; the number and compensation of teachers will be increased, and the incompetent and unskilful will be driven from the profession.

It will be found, as in the Netherlands, in New Jersey, Cambridge, and Syracuse, that the schools will be successful without

corporal punishment, and the Commonwealth will be more honored, and stand higher in the scale of civilization.

“ Corporal punishment should be abolished, because teachers often inflict it on the representations of others, instead of their own knowledge; because it is often practised as an example; because teachers often punish hastily; because children are often flogged for truancy, and, by excessive punishment made to hate school, without being reformed; because the least guilty are often punished, while the deceitful and real offender escapes; because it oftentimes awakens revengeful feelings; because it hardens the heart of some, and creates an unmanly fear in others; because it is demoralizing alike to the teacher and scholar; because, whenever it has been abolished by law, the effect has been salutary. In Prussia, in Holland, in Austria, in France, in Syracuse, New York, and New Jersey, abundant evidence can be shown, that so wedded were teachers to this practice, that legislation was considered necessary; and the taking from the teacher the power, by law, has established the principle of humanity on a firm basis, which cannot be shaken.

“ Corporal punishment should be abolished, because teachers are constantly talking about their experience, when it is well known they do not, in a majority of cases, invent plans to avoid the use of the rod, but resort to it as the quickest form of government, instead of employing the more efficient and elevating power of reason and conscience. The really kind, humane teacher is obliged to bear the stigma of this old ‘barbaric experience’ of the inhumane teacher

(which covers 'a multitude of sins'), and thus becomes involved in the wrong, in the eyes of the public, with the supercilious teacher.

" *Corporal punishment should be abolished*, because it very frequently produces physical injury to the child, which may be felt in after life, and of which the teacher cannot be a proper judge. A distinguished writer says: 'We sometimes attribute the misconduct of children to perverseness and ill temper, when it is really occasioned by causes over which they have no control, such as indigestion, derangement of some of the bodily functions, augmented by the particular state of the atmosphere and other things. In such a condition they feel unpleasantly, and having but imperfect development of the moral character, and little self-control, they are unamiable and cross. With *adults*, we follow Shakspeare's advice, that such "little faults proceeding from dis-temper should be winked at"; but *children* are noticed, instead of being left unobserved, and perhaps *punished*, instead of being *pitied or reasoned with*, and thus become sullen, impatient and rude.'

"We might go on, and give many more reasons why a law prohibiting corporal punishment in the schools of our State should be passed; but time or space will not allow. We present, instead, the opinions of a few practical educators before closing this Report.

"In March, 1866, Edward Shippen, Esq., President of the School Board of Philadelphia (a gentleman whose experience is second to none in this country),

wrote to one of the undersigned as follows: 'I am satisfied that many a boy has been made sullen, morose and obstinate, beyond his nature, by the whippings received at school, and I know of *no case in my experience of real, substantial benefit to a boy by whipping*. I do not at all advocate the rule of birch. *The punishment of girls in the way indicated at your Grammar schools is unheard of with us in Philadelphia.*'

"I do not find corporal punishment meets with favor as a rule with our teachers. In some wards the directors have forbidden it peremptorily, and with marked success. I do not believe it to be essential to discipline, and where it has been abolished, nothing would induce the directors again to sanction it. I am not saying too much in making this declaration. The public sentiment, too, is becoming averse to corporal punishment. If it could so be that we had all teachers of excellent tempers, and of calm and deliberate judgment, the rod might be with better reason used. But this we can never expect. I think there are but *few teachers* with whom it is desirable to trust the rod; and the same may be said with equal force as to parents. I am not an advocate of governing by fear, and, after all, that is the rod's argument. Kindness, firmness, mildness, affection, will do a thousand times more real good with an obstinate and bad child, than the fear of the rod. This is the result of my many years of school duties. I do not believe that fear induces obedience on the part of a wilful boy, and even if it does invite a

temporary discipline, it makes the boy no better; he is still bad at heart. If to such a boy you apply the rod, you make *bad* worse. I am much inclined in all schools to urge the entire disuse of corporal punishment, and hope the time is not distant when the schools of our land will abolish this relic of *English barbarism* entirely. In olden times, when schoolmasters had to be imported from England, they brought over with them those rigorous principles which had been instilled into themselves at home. The rod was one of these.'

"In February, 1867, Mr. Shippen writes: 'Since my former letter to you on the subject of corporal punishment in schools, I have thought much upon the matter, and have made many inquiries of teachers and others, with the view of correcting any error in facts, or opinion, if I had been so at fault. The result is, that I am more than ever satisfied with the views I expressed to you. The school is no place for the rod; it belongs to the *parent alone*. I know custom has sanctioned it since the time "whereof the memory of man runneth not to the contrary." It becomes simply a question whether such punishment benefits a child in reality; whether after the rod's use, the child is a better child; whether the birch has instilled into the recipient any desire to do better in the future, or whether it has caused repentance for error. If the rod could produce these results, then what an efficient instrument it would be in the Sunday school, in church, in prison, with old and young, then it were better than sermons, lessons, essays and tracts. But

does it benefit a school? Does it benefit discipline? If it ever does, which I greatly question, it is through fear, and fear alone. Is corporal punishment a necessary evil? I know how hard it is to eradicate long established customs, and how equally difficult to do away with notions founded upon mere custom. My own experience in the public schools of this city, as an active director and controller, teaches me that he who cannot maintain efficient discipline in his school by winning the love, respect and esteem of his pupils, is not entirely fitted for all his professional duties, and should give place to those who can govern without the rod. Teachers here have predicted all the evils which the mind may conceive of, as consequent upon the abandonment of the rule of birch. Now, after bending their efforts for discipline in other ways, they could not be induced to resort to the old punishment. This, I believe, will be the testimony of the great mass of teachers in this city. In many of our wards whipping has been long forbidden; in some, simply discontinued; in a few, yet permitted. For years while at school, no rod had been laid upon me; at last, I received it for an offence of which I was in no wise guilty. I had been whipped — it was enough — it was perfectly indifferent to me afterwards whether the punishment was renewed or not. A single misuse of the rod will do lasting injury to a child; a word of kindness may make an impress upon the heart capable of receiving good in tender years, and like the well planted and cultivated seed will in due time yield beautiful and bountiful fruits and flowers.

No longer is it permitted that seamen shall be flogged — we justly revolted at the idea that the rod of the master could fall upon the slave, and yet, we permit the teacher to hold the instrument of torture over the tender, delicate child, the young and manly boy, even our own children; yes, and be it said with regret, over the softer sex. Whatever the despots of Europe may sanction, how long soever they may use the whipping gown, and make the child kiss the rod which smites it, I feel happy in the belief that it will not be long before severity will yield to kindness in all the schools of our land.'

"The same gentleman writes in February, 1868 (a portion only of his letter we give), as follows: —

"'I do not know that I can add anything to my views concerning corporal punishment, as heretofore expressed, except, that as time passes along, I am better convinced that corporal punishment at a teacher's hand is unwise, impolitic, unnecessary, and highly injurious to children. So long as that system of discipline is permissible, just so long will the *great mass of teachers, set in old ways, have resort to it, and to it alone*. Nor will they seek the moral influence or suasion, or other discipline, until it is abandoned. Fifteen years of active experience as school director, committee man, and controller of schools (during the last four of which I have held the presidency of the Philadelphia Board of Education), has convinced me that children thrive better, mentally, morally and physically, without the rod's use in school. I am now prepared to say, and while I do so very

decidedly, I mean no offence to any teacher, that those who cannot dispense with corporal punishment, are not, in my judgment, so far as discipline is concerned, fully qualified to perform a teacher's whole duty. In Philadelphia there is but one sentiment among those teachers who have been prohibited the rod's use, as well as among those who have voluntarily abandoned it, namely, *that it is unnecessary.*

“‘You speak of your motion to prohibit the punishment of both sexes. I cannot conceive of any sufficient reason why there should be any discrimination in the matter. I go so far as to say, that if a boy or girl is so bad, so obstinate, or perverse that all other methods of discipline fail, then such a child is unfit for the school, and should find a fitting habitation in some one of the many corrective public or private institutions. There are such cases, I know, but their existence scarcely justifies us in assuming that corporal punishment is essential to school discipline. I have no language capable of expressing my hostility to corporal punishment in public or private schools. *Observation and experience have converted me from an earnest advocate into an uncompromising enemy.*’

“We have presented this gentleman's views somewhat at length, because his experience has been extended, and his large, humane heart, speaks the sentiment of every humanitarian in the land. In February, 1867, Thomas Hunter, Esq., Principal of the Boys' Grammar School No. 35, New York, says, in regard to the abandonment of corporal punishment in the school under his charge: ‘In my succession

to the principalship of No. 35, I inherited the rod precisely as a king inherits his father's sceptre. I wielded my baton of power for years, without a thought that there was anything improper in it, until one day I whipped two boys whom I discovered, five minutes afterwards, to have been innocent. No words can paint the grief and vexation I felt. I asked the boys to inflict the same amount of punishment on me, but they refused. I then told them I would remit the punishment the next time they deserved it. But still the idea haunted me that I had done the boys great wrong. It was of little use my saying, I meant it for their good; I thought I was right at the time, etc. I kept repeating — a blow inflicted cannot be recalled. If I had given ten, twenty, fifty demerits, I could have remedied the injustice or mistake in a moment. Well, this made me so cautious, that sometimes for a whole month I did not use the rod at all. The subordinate teachers found me so particular in investigating and demanding the most direct demonstration of guilt, that many of them ceased to report for punishment. They were thus thrown on their own resources. I observed these classes; I examined them; and discovered that they were the best classes in school. In short, I came to measure the success or non-success of a teacher by the amount of corporal punishment inflicted. The best teachers had none; the worst had the most. At last, the rod was limited to the sustaining of new teachers. My new teachers were trained last May. I will oppose, hereafter, the appointment of all teachers who cannot succeed in

discipline without the rod. Fifty immortal beings must not be brutalized to make one teacher succeed as a disciplinarian. My school has averaged 876 for the past year. It has now a daily attendance of one thousand boys. The highest classes contain youths from 14 to 21 years of age. *The order and effectiveness of the school are much superior to the same, when corporal punishment was used.* But above all, the "*esprit du corps*" is infinitely higher. I might go on and expatiate upon this subject *con amore*; but it will suffice to state, that I could not be paid to take charge of a school in which I was obliged to use the rod. It is a relic of *mediæval barbarism*, when study was a penance, and a student an ascetic. It has been abolished in the army and navy. It must be ultimately abolished in schools.'

"In March, 1868, the same gentleman writes: 'In reply to your letter of the 29th ult., I can conscientiously state that I have never had occasion to regret the abandonment of corporal punishment as a means of school government. On the contrary, I am only astonished in reviewing the past, that I adhered so long to this *relic of barbarism*, transmitted to us from mediæval ages when every lesson was made an act of penance, and when every failure to accomplish arbitrary tasks, received the penalty of physical castigation. Since the abolition of corporal punishment, which was purely voluntary on my part, the attendance has increased and the grade of scholarship advanced; *the moral standard of the pupils* has become higher and the views of the teachers more liberal and

enlarged. By removing the rod, fear, the father of falsehood, disappears, and a nobler and a manlier spirit is created throughout the whole school. A sense of honor is cultivated among the pupils; and the teachers, thrown upon their own resources, quickly acquire the tact and discretion, the judgment and self-command, necessary to enable them to govern with ease and effect. Thus, instead of ruling as the Russians do in Poland, by sheer force of terror, the scholars are instructed to govern themselves; and order, instead of proceeding from the teacher, flows in pure and healthy currents from within their own minds. *I am amazed upon reflection that I ever degraded my pupils, myself and my calling by raising my arm to strike a child into whose nostrils God had breathed the breath of life; in whose mind and heart he had planted faculties and feelings susceptible to the slightest touch of kindness.* Every blow inflicted was a public impeachment of my fitness for the position to which I had been called. Experience teaches that even the lowest of humanity are not utterly depraved, and that the better and holier feelings of human nature, particularly in the young, are not dead but dormant. The rod kills; kindness awakens corresponding feelings; and what duty in life can be more exalted than to take charge of these poor, ignorant, neglected waifs of society and teach them the difference between right and wrong, to love the one and to hate the other? It is impossible to whip them into a sense of duty. They must be kindly led into the beautiful paths of righteousness. The mean and the cowardly may appear reformed while the rod

is suspended "*in terrorem*" over them; *but remove it,—and it must be removed sooner or later,—* and behold the liars, the cheats, the swindlers and the pests of society. But nine out of ten boys are neither mean nor cowardly; they are high-spirited and courageous; and whipping for acts merely mischievous, for failure to recite correctly, or to maintain discipline, is ruinous in the extreme, arousing evil passions and all that is desperate and wicked in human nature. One simple fact influenced me more than all else to abandon corporal punishment; namely, able and experienced teachers never required the aid of the rod, while inefficient and apprentice teachers could not maintain good discipline without it. Why, I have often asked myself, punish boys for the shortcomings of their instructors? Is it right? Is it just? Certainly not, was the inevitable reply. Many a time I felt that *the teacher was more to blame than the scholar*. The substitution of moral suasion for corporal punishment has produced even *better results upon the children of the poor and ignorant*, than upon the children of the rich and educated; for the contrast between the kicking and cuffing at home, and the gentle kindness and uniform discipline at school, exerts the most beneficial influence upon their minds and hearts. His father beats him in anger, and the child sees and remembers it; for a similar offence, his teacher, firmly, kindly and gently reproves him, appealing to his reason and his feelings. Does the boy not realize the difference? He would be lower in the scale of animals than a dog or a horse if he did not. The very fact that all these physical punishments at home have

failed to make good boys, but on the contrary have made them so bad that teachers are obliged to resort to similar means to keep them in subordination in school, destroys the argument in favor of corporal punishment most completely. They have been whipped by their parents, and they are bad; therefore we must whip them at school to make them good. A most lame and impotent conclusion.

“‘The board of education of New York City abolished corporal punishment some two years ago in all primary schools under their charge, in spite of the expostulations of certain parties who prophesied that the schools would utterly break down, and I will venture to say that the order and progress are as satisfactory at present as ever they were.’ This is the opinion of another humanitarian and practical teacher; but what say the other teachers in the same school?

GRAMMAR SCHOOL No. 35, }
NEW YORK, March 9th, 1868. }

The undersigned, teachers of No. 35 male department, in the 15th Ward, cheerfully bear testimony to *the fact*, that in their opinion, the order, discipline and progress in study have not deteriorated by the substitution of moral suasion for corporal punishment. *But on the contrary, the truth, integrity and moral tone of the pupils are much higher than ever before.*

(Signed,)

Charles Gates, V. P.
John M. Forbes.
Robert Roden.
Andrew J. Whiteside.
Arthur Forbes, Jr.
Eliza M. Phelps.
Sarah E. Heybeck.
Arabella Field.
Margaret Carlisle.
K. E. Jones.

Mary Willard.
Cassie L. McFarland.
Hattie A. Curtis.
Rebecca McFarland.
Mary J. McKune.
Mary F. Redfield.
Ella M. Hall.
Carrie W. Rehorn.
Sarah E. Curry.

“Ought not this testimony to convince the most skeptical that, if teachers would only bend their efforts to abolish the practice of corporal punishment, the result would be most beneficial to our community, and more in keeping with the moral progress of our age?

“In March, 1868, the Rev. Samuel J. May writes from Syracuse, N. Y., as follows:—

I am exceedingly glad to learn from you and others, that the legislature of Massachusetts have under consideration the entire prohibition of corporal punishment in the schools of the State. I am confident that the prohibition will lead to essential improvements in the discipline of children, *and in the characters of teachers*. It is now nearly a year since our board of education peremptorily prohibited all kinds of corporal punishments in the schools of Syracuse. *Several members feared the effect of the measure*. I myself advised that it should be adopted privately—our order being communicated to the teachers only. This was found to be impracticable; so the action of the board was made public at once, through all the newspapers of the city. The first effects were, as I apprehended they would be, troublesome. Several ill-disposed children presumed upon what they thought the inability of their teachers, and set their authority at defiance. But, in due time, they were made to feel that there was something worse to bear than the blows of a whip or a ferule. They were suspended. We soon began to hear from one and another of our schools that the pupils were more obedient to rules, and more interested in their studies. The teachers had found the avenues to their consciences; had quickened their sense of right, had waked up in them the desire to be good, and to improve their opportunities to acquire useful knowledge. Last evening we held the annual meeting of our board of education. The superintendent made an elaborate report. In it he assured us *that the disuse of corporal punishments in our schools had been productive of excellent effects*. And in evidence that the discipline of the schools had been greatly improved by the new methods of government, he stated *the fact*,

that the number of suspensions for misconduct, or persistent inattention to study, from the 1st of May, 1866, to the 31st of December, 1866, when corporal punishments were allowed, amounted to 453 ; but that in the course of eight months after the order of the board, forbidding all such punishments, only 58 suspensions had been found necessary. This must satisfy the most pertinacious advocate of the whip and ferule that the discipline of our schools *has been improved by the entire disuse of such instruments*. Although many of our 130 teachers were disconcerted at first by our prohibition of corporal punishment—did not see how they could manage some of their pupils without it—I doubt if there are a dozen now who would have the rod restored.

“Such is the opinion of another practical man, who has been connected with schools, as teacher and committee man, for nearly half a century.

“Professor Agassiz, in his testimony, said:—

My opinions on the subject are very decided, and those opinions are in opposition to corporal punishment. I believe the sooner we break away from this custom, the better it will be for the pupil, better for the teacher, better for society, better for the community, and better for the general advancement of education and knowledge. I have been a teacher all my life, and have taught in all grades of schools, both public and private. I have had under my instruction children of all ages, and never resorted to the rod, or any objectionable form of punishment. I am opposed to corporal punishment, in schools of all kinds, and under all circumstances. No good influences can possibly arise from such a system. It is demoralizing alike to teacher and pupil. It must be humiliating for a teacher to look back and remember that he had employed such a system in his teaching. I have a distrust of and antipathy for, any teacher who cannot control a scholar without whipping. It is an established fact, that education is practicable without physical punishment. All acknowledge that we have in the community competent and successful teachers, who never use the rod. The knowledge and power of dismissal or suspension would be a restraint on disorderly inclined pupils. It is our duty to remove the authority

to punish children, *by legislation*; because, as the law now is, it gives incompetent teachers too much power, and the competent teacher is obliged to suffer in comparison with the incompetent. Then, if necessary, increase the number of teachers, and lessen the number of scholars to each teacher. Our State is placed in the vanguard of education, by the excellent and admirable management of our public schools. But, still they can be improved. In my judgment, the government of our schools is wholly wrong. *Teachers should be selected who are capable of governing without the rod.* The salaries of teachers should be increased. The salary of a teacher at present, is not so much as that of a common clerk. The best talent for teachers could not be obtained for want of proper compensation. We were thus trusting to inferior talent the souls, and the formation of the characters of our children. The practical effect of the present system of corporal punishment could not be otherwise than injurious to the community. School committees should lend their aid in governing the schools more than they do at present. It is only a long practice that has thrown credit upon this thing, *which is discreditable and unmanly.* In its abolition I would have it done thoroughly, prohibiting all manner of mechanical or physical punishment, not even allowing the *touch* of a teacher. If I had charge of a large school in which there were disorderly or unruly children, I would require them to leave their seats, place them near the teacher and in front of the school, and endeavor to reform and discipline them by kind and conciliatory means. If this course failed of the desired result, I would call in a policeman, and have them removed from the school. I have had children as young as four years under my instruction, *and have never used corporal punishment.* I would not degrade myself by such discipline with any human being. The system is anti-republican, and a legacy from the by-gone ages. *Corporal punishment should be abolished by law, because, if left to the mass of teachers who have so long used this form of government, it will never cease. Abolish it by law, as in Prussia proper, and other places, and the cause of humanity and education will be advanced.*

“The Hon. S. S. Randall, Superintendent of the Public Schools in New York, in March, 1868, writes:

In reply to yours I have the honor to state, that during the past two years we have accomplished a great, and, I believe, highly beneficial revolution in our public schools, in the matter of corporal punishment or physical chastisement. We have wholly prohibited it in our ninety primary departments and schools, in our forty-five grammar schools for girls, and in our twenty-six evening schools. In neither of the two last named schools, however, it is proper to state, *has this mode of discipline ever found admission*. In our forty-four boys' grammar schools, it is rigidly restricted to extreme cases, where every other means of discipline has proved unavailing; then only to be inflicted by the principal, or, in his absence, by the vice-principal, after a thorough investigation of the facts, the whole case, together with the mode and extent of the punishment, to be reported to this department. Some fifteen of these boys' grammar schools have discontinued this mode of punishment, *and in eight of the fifteen the poorer classes of children predominate, and the abolition has been attended with the most satisfactory results*. You have, I am happy to learn, witnessed these results in one of the best Boys' schools in our city — Mr. Hunter's, No. 35.

In the remaining thirty boys' departments, where corporal punishment is used, the average number of punishments does not exceed *thirty per month*, and does not exceed five or six blows on the hand with a small rattan, and is being gradually reduced, and wherever, and to the extent this reduction has been effected, *the schools have increased in order, in discipline, and in general efficiency*. The actual exercise of corporal punishment should be reserved for incorrigible cases. And even in that class of exceptional cases, *suspension*, or, if necessary, *absolute expulsion* from the schools, and the transfer of such pupils as cannot fail to exercise a demoralizing influence on their associates, by persistent bad conduct, to some reformatory institution adapted to such cases. Physical chastisement secures the *appearance merely*, for it is seldom the *reality of submission*.

For these and other reasons which I have not time now to enter into, I am clearly of opinion that corporal punishment should be entirely prohibited in every female and primary department, and in evening schools, and that the sooner it can be wholly dispensed

with in boys' grammar schools (given the essential element of thoroughly competent teachers), *the better will be the order, the more perfect the discipline, and the more efficient and thorough the scholarship.* These convictions are the result of more than thirty years' experience in the supervision of our public schools of every grade, fourteen years of which time have been spent in the supervision of the New York City schools. I believe them to be also the matured conclusion of many of the ablest and most experienced officers and teachers of these schools.

"The Hon. Richard Warren, of New York City, who has been connected with educational matters for many years, in January, 1867, wrote: —

I have ever been favorable for the abolition of corporal punishment. The committee of teachers of our Board of Education, of which I am a member, reported to the Board in December last to abolish it in all primary departments, and in all Grammar schools for girls. I moved to amend, by adding "boys' grammar," but was in that defeated. The abolishing of it in all primaries and in girls' grammar then passed our Board, unanimously. We ascertained, *that in some parts of the city, considered the worst,* such punishment was never resorted to, and our superintendent reports that the schools were equal to those where punishment existed. Mr. Hunter's school, of nearly a thousand boys, is carried on without any such punishment. I believe we shall soon abolish it in the boys' grammar. It cannot be resorted to anywhere else in our city, and is not used now in many of these departments.

"In January, 1861, the Rev. Eliphalet Nott, D.D., writes: —

When I was a boy, seventy-five or eighty years ago, in good old Puritan Connecticut it was *felt* as a practical maxim, that to "spare the rod was to spoil the child," and on this maxim the pedagogue acted in the school-room, and applied it for every offence, real or imaginary, and for having been whipped at school by the relentless

master the unfortunate tyro was often whipped at home by his no less relentless father, so that between the two relentless executors of justice among the Puritan fathers, few children, I believe, were spoiled by the withholding of this orthodox discipline. For myself I can say (and I do not think I was wayward beyond the average of district school boys), that, in addition to warnings, and admonitions daily, if I was not whipped more than three times a week, I considered myself for the time peculiarly fortunate. Being of a contemplative and forbearing disposition, this discipline of the rod became peculiarly irksome to me, and, as I thought, unjustifiable, and I formed a resolution, if I lived to be a man, I would not be like other men in regard to their treatment of children. Through the mercy of God I did live to be a man, and when at the age of eighteen I became installed as master of a district school in the eastern part of Franklin, Connecticut, — *a school where rebellious spirits had previously asserted their rights*, and had been subdued, or driven from the school by the use of the rod, — nothing daunted, I made up my mind to substitute in my school *moral motives, in place of the rod*, and I frankly told my assembled pupils so, and that if they would have the generosity to second my efforts they would secure to themselves, and furnish me and their parents the happiness which is the heaven-appointed reward of well-doing. The school responded to my appeal, and thereafter, though we played and gambolled together as equals in play hours, and on Saturday afternoons, which were also devoted to play, the moment we entered the school-room, a subordination and application to study was observable that became matter of remark and admiration among the inhabitants of the district, the fame of which success extended to other districts, and even to adjoining towns, so that the examination and exhibition with which the school closed the ensuing spring called together clergymen and other officials, from places quite remote. This success brought me to the knowledge of the trustees of the Plainfield Academy, one of the most important, if not at the time the most important academy in the State, and I was by a unanimous vote appointed principal of said academy, — an institution in which *several hundred children, of both sexes*, were in the same building successfully taught and governed for years, *without the use of the rod*.

“The Rev. J. F. W. Ware, who has had charge of the ‘Freedman’s Schools,’ in Maryland, says: —

I can testify to this, — that in dealing with a degraded race we took at once a stand *against the rod*. Some of our teachers remonstrated, some have transgressed, but *we have insisted, and see no reason to change*. If it be so in such a work, how much more so must it be in Massachusetts, and what a big fool was Solomon, and what a great mistake the world has made in so long following his advice. The very highest testimonials to the order of our schools have been given by experienced persons visiting them.

“The same gentleman wrote from Baltimore in 1866: —

One of your Cambridge schools is getting a very unpleasant notoriety, and we who are a little inclined to extol the New England school system, and try to have it adopted here, are made to hang our heads. What business has corporal punishment in schools at the present day? *Corporal punishment is forbidden in the colored schools of this State*, and if *they* can be made what they are without appealing to blows, cannot the schools of the free and enlightened *whites* of New England be successfully carried on without it? Whatever whipping may have done for government, it was never anything but a hindrance to instruction. Never was there a wilder or more hopeless chaos than the colored schools in this city when started, less than two years ago, and *I would like to see the New England schools, trained by the rod, which would surpass in conduct or progress these schools trained without it*. Indeed you will have to look to your laurels, and reform your school codes, if these be a part of it, else one shall have to say that the children of the bond women of Maryland, whose heritage has ever been supposed to be the lash, are now more thoroughly emancipated than the children of the free women of Massachusetts.

“A lady teacher in one of the Primary departments in New York City, writes: —

Corporal punishment was voluntarily abandoned by our former principal, some two years before its abolishment by the Board of Education in the Primary departments throughout the city. The experiment (for such it was at the time) was practically tried here, and the results proved very satisfactory. Though at first difficult of accomplishment, yet we found that in the end *the order and discipline of the school were materially benefited by the change*. For my own part I would on no account desire a return to the former system.

“Professor C. P. Newton, of the Newark Academy, of Newark, N. J., writes: —

It is to be feared that this *barbarous practice* of using the rod or rattan has done more mischief for the rising generation in Newark than can be repaired by fifty or more good teachers in many years to come; *yet more to be deplored is the utter want of feeling exhibited by its advocates*, some of whom openly acknowledge that they teach for money, and whip as a matter of convenience.

If corporal punishment be necessary to enforce moral discipline in families, to thus demonstrate to it the superior power and authority of the parent, it does not necessarily follow that it should be delegated to a class of teachers who are not looked upon as parents, or, if so, whose position forbids the use and consequent abuse of a parent's power. There may be exceptions to this rule, but of such rare occurrence *that no general law should give the authority to teachers indiscriminately*.

“Since the above letter was written, corporal punishment has been abolished by law in all of the schools of New Jersey, and, in the opinion of the undersigned, it is the only way by which it can ever be abolished in Massachusetts. Miss Margaret T. Hanratty, formerly a teacher in one of the New York schools, writes: —

There are teachers who are more than abundantly satisfied by the

thought that they may benefit humanity by substituting, in the place of a *remnant of barbarism*, an enlightened code of discipline, whose power shall not merely restrain (for that would be but a negative good), but quicken the sensibilities to a keen perception of right, and guide the heart in a proper discharge of its high and elevated duties. If parents and teachers could but be persuaded to give this subject the attention it deserves, how much good could be effected through their all-pervading agency! How many a young heart, crushed by the iron rule of physical coercion, would yield a ready and willing obedience to the sweet voice of gentle persuasion, or firm, but mild restraint; how many a bright eye, now dimmed by the oft-recurring tear, would sparkle with love and gratitude for the gentle monition, and learn to love virtue for its pleasantness!

"The sunny hours of childhood" sound prettily in print and sweeter in song, but who is there that does not know that, with few exceptions, it was more *honest* to call them the "suffering hours of childhood!" If a child be prone to any disease, how carefully the tender mother watches the first evidence of its approach, and endeavors to guard against it by the best remedies; but, the disease of the mind, of the heart, — nay, even of the soul, manifests itself, and where is the remedy? Unmindful of its power to destroy, *the whip is the only resource*; the body, the poor mortal coil, which is soon to be shuffled off, is more cared for than the immortal soul; and she who shrinks with dismay from the disease which may mar the fair proportions, sees, perhaps with an almost careless indifference, the noble edifice of which God alone makes account destroyed by the sirocco breath of passion, and will not, because it seems more difficult to her, apply the catholicon.

I know, *from having had the guardianship of the young for many years*, many of their predilections and dispositions. I know how necessary a corrective influence is in every stage of existence; but, let one be chosen, I say it solemnly, that will cherish and foster the best feelings of our natures; that will warm into action those noble impulses which dignify and elevate the human heart; that will serve as a shield and a buckler in the hour of temptation, to fortify and defend; one that will recall the wanderer, if he should have strayed from the path of rectitude; that will clothe

itself in the breathing tenderness of a mother's voice, in the sweet pleadings of a sister's earnestness, or, in the disinterested friendship and sympathy of a teacher; and *all this is in the power of moral persuasion. I have tested its efficacy, and speak from no speculative theory.*

“The Rev. James Freeman Clarke says:—

Whipping is a barbarous and brutal punishment which the civilized and Christian world has outgrown. As we have abolished whipping everywhere else as a punishment, we ought to abolish it also in our schools. As we do not find it necessary to use it in the government of men, we ought to be able to govern little boys and girls without it.

The advocates and defenders of whipping usually grant that it is an evil which they would gladly dispense with if they were able. They defend it almost exclusively on the ground of necessity—“necessity, the tyrant's plea.” They say that public schools cannot be governed without it. But as whipping in the public schools is abolished, and prohibited by law, in *Prussia* (as Baron von Gerolt testifies); in *Holland* (as Baron von Limberg testifies); in *Austria* (as Baron Weydenbruch testifies); and in *France* (as Prof. Meliôt, of the Imperial Lyceum, Paris, testifies), it appears that public schools *can* be governed without it. If children in despotic countries, where fear is the usual motive, can be governed without the whip, much more easily ought this to be done in free America, where they are accustomed to self-government and self-control from the beginning. Moreover, I have just received a letter from Syracuse, N. Y., in which city corporal punishment in the schools was forbidden by law, a year ago, in which letter it is stated that the results have been most happy, and the experiment perfectly successful.

Until whipping children is prohibited by law, it will be chiefly used (and therefore abused) by incompetent teachers. Good teachers will not need to use it, and therefore it will be left to tyrannical, ignorant and lazy ones. In other words, this punishment, which is only tolerable when exercised by the highest wis-

dom and conscience, will be chiefly practised by those of an opposite character. All the defenders of whipping say that *good* teachers use the rod very little. Very well — then the 23,000 whippings, inflicted on the children of Boston in a single year, were mostly inflicted by *poor* teachers, by those mainly who ought not to be allowed to whip at all.

Therefore, since whipping has been abolished when inflicted on men, on the grounds of its barbarity; since it is defended, not as good in itself, but only as a necessary evil; since it has been proved to be not necessary, by the practice of whole nations; and since, while permitted, it will be inevitably used not by those who will do the least harm by whipping, but by those who will do the most — it would seem to follow that it ought to be abolished.

I admit that I have not whipped a great many children. I did once whip a boy, in a school which I taught in Cambridge, and I have been sorry for it ever since. But I have seen something of schools; as member for many years of a school committee in Massachusetts; as superintendent of the public schools in a western city; and as a member of the State Board of Education. I have not taught a great deal, but has no one but a practical teacher a right to an opinion on this subject? If so, no one but practical teachers ought to be chosen on our school committees, since the whole control of the teaching and discipline of schools rests, by law, in the hands of the school committees. Does our critic venture to assert that no one but a schoolmaster is competent to serve on the school committee?

It is perhaps natural for teachers to think that only they themselves have any right to an opinion in regard to the government of schools. This is a common fallacy in all occupations. The clergy often think that the laity have no right to any opinion about theology. Physicians think it presumptuous in laymen to make up their minds as to different modes of practice. But those who practise any profession are liable to special errors, which Lord Bacon calls the "idols of the tribe." They get into ruts of thought and practice. So the slaveholders used to assert that only slaveholders were competent to form an opinion about slavery. But the laity, in all pursuits, are vindicating their right to think for them.

selves ; and schoolmasters deceive themselves if they expect to silence criticism by declaring that no one outside of their profession has any right to judge their proceedings. The arrogance of this claim will not be tolerated. Schools are matters in which the whole community is interested too deeply to submit to be told that it is not competent to have an opinion about them.

But what will be the result of the change proposed? That, immediately, all teachers will be obliged to substitute a moral influence over their pupils in place of a physical one. They will govern their schools, as many schools are now governed, by a public opinion in favor of order, by interesting the children themselves in making the school a place of quiet study, of happy and interesting labor, of pleasant friendship between child and teacher. To the Lord of the Ferule this, no doubt, will appear Utopian ; but in how many schools, public and private, is it not already a joyful reality?

There are two classes of teachers. There is the teacher who *leads* and the teacher who *drives*. The one goes before his flock, and it follows him. The other goes behind it, and it flies before him. In the East, on the Syrian hills, you will meet one of the former class, walking calmly on, all his sheep following him, and even when two shepherds and their flocks meet, they never become confused or mixed, for each sheep knows the voice of his shepherd. But on the roads leading to Brighton, you may see examples of the other, a tumult of sheep running wildly before their drivers, who follow them, screaming, beating and yelling. The Eastern flock of sheep is the type of the school governed by reason and love—the other of that which rests on the rod.

It is not *talking* about whipping, it is the *whipping itself*, which throws an odium on teachers. The profession can never be elevated to its proper dignity, while it is made a part of the duty of a teacher to brandish the rod. From the time of “Mr. Vindex” in the “Fool of Quality” to that of “Mr. Squeers” in “Dotheboys Hall,” satire and ridicule of teachers have been founded on their use of the ferule. In conversation with Professor D’Arcy Thompson, the distinguished writer and lecturer on education lately among us, he expressed the opinion that teaching could never raised to the rank of a profession,

while whipping was continued in schools. Public contempt, in a greater or less degree, he remarked always attaches to any whose office involves inflicting physical pain on others. Hence hangmen and public executioners, and the familiars of the torture-room in the Inquisition, have always been objects of popular odium. The reform in which we are engaged will do more than any other to elevate the character of teachers in the general esteem. A professor in a college is only a teacher, but he is much more esteemed than the master of a public school, partly because his work is purely instruction, and does not involve the infliction of physical pain.

“‘Ascham,’ in his work called the ‘Schoolmaster,’ says:—

Yet some will say that children of nature love pastime, and dislike learning, because in their kind the one is easy and pleasant, the other hard and wearisome. Which is an opinion not so true as some men ween. For the matter lieth not so much in the disposition of them that be young, as in the order and manner of bringing up by them that be old; nor yet in the difference of learning and pastime. For, beat a child if he dance not well, and cherish him though he learn not well, ye shall have him unwilling to go to dance, and glad to go to his book; knock him always when he draweth his shaft ill, and favor him again though he fault at his book; ye shall have him very loth to be in the field, and very willing to go to school. Yea, I say more, and not of myself, but by the judgment of those from whom few wise men will gladly dissent,—that, if ever the nature of man be given at any time, more than other, to receive goodness, it is innocency of young years, before that experience of evil have taken root in him. For the pure, clear wit of a young child is like the newest wax, most able to receive the best and fairest printing; and like a new, bright, silver dish, never occupied, to receive and keep clean any good thing that is put into it.

“In regard to the treatment of children who receive

excess of punishment at home, and of whom many teachers assume that it is necessary to apply the same treatment at school, 'Ascham' says: —

And one example, whether love or fear doth work more in a child for virtue or learning, I will gladly report, which may be heard with some pleasure, and followed with more profit. Before I went into Germany, I came to Brodegate in Leicestershire, to take my leave of that noble lady, Jane Grey, to whom I was exceeding much beholden. Her parents, the Duke and Duchess, with all the household, gentlemen and gentlewomen, were hunting in the park. I found her in her chamber reading *Phaedo Platonis*, in Greek, and that with as much delight as some gentlemen would read a merry tale in *Boccace*. After salutation and duty done, with some other talk, I asked her why she would lose such pastime in the park. Smiling, she answered me: "I wist, all their sport in the park is but a shadow to the pleasure I find in *Plato*. Alas, good folk, they never felt what true pleasure meant." And how came you, Madam, quoth I, to this deep knowledge of pleasure? and what did chiefly allure you unto it, seeing not many women, but very few men, have attained thereunto? "I will tell you," quoth she, "and tell you a truth, which perchance ye will marvel at. One of the greatest benefits that ever God gave me, is that he sent me so sharp and severe parents, and so gentle a schoolmaster. For, when I am in presence of either father or mother, whether I speak, keep silence, sit, stand or go; eat, drink, be merry or sad; be sewing, playing, dancing, or doing anything else, I must do it, as it were, in such weight, measure and number, even so perfectly, as God made the world; or else I am so sharply taunted, so cruelly threatened, yea, presently sometimes with pinches, nips and bobs, and other ways, (which I will not name, for the honor I bear my parents,) so without measure disordered, that I think myself in hell, till time come that I must go to Mr. Elmer, who teacheth me so gently, so pleasantly, with such fair allurements to learning, that I think the time nothing, while I am with him. And when I am called from him, I fall on weeping, because whatsoever I do else, but learning, is full of grief,

trouble, fear, and whole misliking unto me. And thus my book has been so much my pleasure, and bringeth daily to me more pleasure and more, that in respect of it, all other pleasures in very deed be but trifles and troubles unto me." Certainly Lady Grey had great reason to bless the gentleness of her instructor, so in contrast to the harsh treatment received at home.

"The Hon. Horace Mann, in a portion of his Seventh Annual Report (which we are sorry to say has not general circulation, and which we trust will some day be printed for the benefit of our school teachers), says:—

On reviewing a period of six weeks, the greater part of which I spent in visiting schools in the north and middle of Prussia and Saxony (excepting of course the time occupied in going from place to place), entering the schools to hear the first recitation in the morning and remaining till the last was completed at night, I call to mind three things about which I cannot be mistaken. In some of my opinions and inferences, I may have erred, but of the following facts there can be no doubt. 1st. During all this time, I never saw a teacher hearing a lesson of any kind (except a reading or spelling lesson), *with a book in his hand*. 2d. I never saw a teacher *sitting* while hearing a recitation. 3d. Though I saw hundreds of schools, and thousands—I think I may say, within bounds, tens of thousands of pupils—I *never saw one child undergoing punishment or arraigned for misconduct. I never saw one child in tears from having been punished, or from fear of being punished.*

During the above period, I witnessed exercises in geography, ancient and modern; in the German language,—with rules for speaking and writing;—in arithmetic, algebra, geometry, surveying and trigonometry; in book-keeping, in civil history, ancient and modern; in natural philosophy; in botany and zoölogy; in mineralogy, where there were hundreds of specimens; in the endless variety of the exercises in thinking, knowledge of nature, of the world and of society; in Bible history and in Bible knowledge;

and, as I before said, in no one of these cases did I see a teacher with a book in his hand. His book, — his books, — his library, was in his head. Promptly, without pause, without hesitation, from the rich resources of his own mind, he brought forth whatever the occasion demanded. I remember calling one morning at a country school in Saxony, where everything about the premises, and the appearance of both teacher and children, indicated very narrow pecuniary circumstances. As I entered, the teacher was just ready to commence a lesson or lecture on French history. He gave not only the events of a peculiar period in the history of France, but mentioned, as he proceeded, all the contemporary sovereigns of neighboring nations. The ordinary time for a lesson here, as elsewhere, was an hour. This was somewhat longer, for toward the close, the teacher entered upon a train of thought from which it was difficult to break off, and rose to a strain of eloquence which it was delightful to hear. The scholars were all absorbed in attention. They had paper, pen and ink before them, and took brief notes of what was said. When the lesson touched upon contemporary events in other nations, — which, as I suppose, had been the subject of previous lessons, — the pupils were questioned concerning them. A small text-book of history was used by the pupils, which they studied at home.

I ought to say further, that I generally visited schools without guide, or letter of introduction, — presenting myself at the door, and asking the favor of admission. Though I had a general order from the Minister of Public Instruction, commanding all schools, gymnasia, and universities in the kingdom to be opened for my inspection, yet, I seldom exhibited it or spoke of it, at least not until I was about departing. I preferred to enter as a private individual, an uncommended visitor.

I have said that I saw no teacher *sitting* in his school. Aged or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all. The looks of the Prussian teacher often have the expression and vivacity of an actor

in a play. He gesticulates like an orator. His body assumes all the attitudes, and his face puts on all the variety of expression, which a public speaker would do in haranguing a large assembly on a topic vital to their interests.

It may seem singular, and perhaps to some almost ludicrous, that a teacher in expounding the first rudiments of hand-writing, in teaching the difference between a hair stroke, and a ground stroke, or how an *l* may be turned into a *b*, or a *u* into a *w*, should be able to work himself up into an oratorical fervor; should attitudinize, and gesticulate, and stride from one end of the class to another, and appear in every way to be as intensely engaged as an advocate when arguing an important cause to a jury; but, strange as it may seem, it is nevertheless true, and before five minutes of such a lesson had elapsed, I have seen the children wrought up to an excitement proportionally intense, hanging upon the teacher's lips, catching every word he says and evincing great elation or depression of spirits, as they had or had not succeeded in following his instructions.

The zeal of the teacher enkindles the scholars. He charges them with his own electricity to the point of explosion. Such a teacher has no idle, mischievous whispering children around him, nor any occasion for the rod. He does not make desolation of all the active and playful impulses of childhood, and call it peace; nor, to secure stillness among his scholars, does he find it necessary to ride them with the nightmare of fear. I rarely saw a teacher put questions with his lips alone. He seems so much interested in his subject (though he might have been teaching the same lesson for the hundredth or five hundredth time), that his whole body is in motion; — eyes, arms, limbs all contributing to the impression he desires to make; and at the end of an hour, both he and his pupils come from the work all glowing with excitement.

These incitements and endearments of the teacher, this personal ubiquity, as it were, among all the pupils in the class, prevailed much more, *as the pupils were younger*. Before the older classes, the teacher's manner became calm and didactic.

The habit of attention being once formed, nothing was left for subsequent years or teachers, but the easy task of maintaining it.

Was there ever such a comment as this on the practice of hiring cheap teachers because the school is young, or incompetent ones because it is backward?

In Prussia and in Saxony, as well as in Scotland, the power commanding and retaining the attention of a class is held to be a *sine qua non* in a teacher's qualifications. If he has not talent, skill, vivacity or resources of anecdote and wit, sufficient to arouse and retain the attention of his pupils during the accustomed period of recitation, he is deemed to have mistaken his calling, and receives a *significant hint to change his vocation*.

The third circumstance I mentioned above was the beautiful relation of harmony and affection which subsisted between teacher and pupils. I cannot say that the extraordinary fact I have mentioned was not the result of chance or accident; of the probability of that others must judge. I can only say, that, during all the time mentioned, *I never saw a blow struck, I never heard a sharp rebuke given*, I never saw a child in tears, nor arraigned at the teacher's bar for any alleged misconduct.

On the contrary, the relation seemed to be one of duty first, and then affection on the part of the teacher, — of affection first, and duty on the part of the scholar. The teacher's manner was better than parental, or it had a parent's tenderness and vigilance, without the foolish dotings or indulgences to which parental affection is prone. I heard no child ridiculed, sneered at or scolded for making a mistake. On the contrary, whenever a mistake was made, or there was a want of promptness in giving a reply, the expression of the teacher was that of grief and disappointment, as though there had been a failure not merely to answer the question of a master, but to comply with the expectations of a friend. No child was disconcerted, disabled or bereft of his senses, through fear. Nay, generally, at the ends of the answers, the teacher's practice is to encourage him with the exclamation, "good," "right, wholly right," etc., or to check him with his slowly and painfully articulated "no," and this is done with a tone of voice that marks every degree of plus and minus in the scale of approbation and regret. When a difficult question has been put to a young child, which tasks all his energies, the teacher approaches him with a mingled look of concern and encouragement; he stands before him, the

light and shade of hope and fear alternately crossing his countenance; he lifts his arms and turns his body, as a bowler who has given a wrong direction to his bowl will writhe his person to bring his ball back upon its track; and, finally, if the little wrestler with difficulty triumphs, the teacher felicitates him upon his success, perhaps seizes and shakes him by the hand, in token of congratulation; and when the difficulty has been really formidable, and the effort triumphant, I have seen the teacher catch up the child in his arms, and embrace him as though he were not able to contain his joy.

At another time I have seen a teacher actually clap his hands with delight at a bright reply; and all this has been done so naturally and so unaffectedly as to excite no other feeling in the residue of the children than a desire, by the same means, to win the same caresses. What person worthy of being called by the name, or of sustaining the sacred relation of a parent, would not give anything, bear anything, sacrifice anything, to have his children, during eight or ten years of the period of their childhood, surrounded by circumstances, and breathed upon by sweet and humanizing influences like these?

“ These noble sentiments, uttered by Mr. Mann, are some of his latest and best; and we believe, were he alive to-day, he would say to the teachers of Massachusetts:—

“ ‘ Leave the old paths, and tread the new ;’
 ’Tis sweeter far than youth to pain ;
Speak kindly, keeping love in view —
 Never, oh never whip again.
A smile — who will refuse a smile,
 The sorrowing breast to cheer ?
And turn to love the heart of guile,
 And check the falling tear ?
A pleasant smile for every face,
 Oh ! ’tis a blessed thing !
It will the lines of care erase,
 And spots of beauty bring.”

“The Hon. A. B. Johnson, a gentleman largely interested in school matters in Utica, N. Y., thus writes: —

All my feelings and all my theories are averse to corporal punishment in the shape of blows of any kind, and my children are brought up, while at home, under a system thus regulated. Nearly every man, under the impulse of a blow, whether gentle or severe, will compass heaven and earth to be revenged, and resort to courts of law, and expenditures and exertions of every kind, and persevere therein for months and years. Boys (whatever we may think of them) possess our feelings, *and blows will as certainly excite hostility, mutiny, dislike and every other bad feeling in them*, as in persons of mature years. Nothing keeps these consequences from bursting forth, but the same necessity of endurance that keeps a slave at his task. Besides, *the idea of stimulating the mind by blows on the body, is, I believe, unsound philosophy*. A boy under fear of the rod, will be unable to concentrate his thoughts on his lesson.

Corporal punishment degrades both the sufferer and the executioner; and nothing has contributed so much to lessen the dignity of the instructors of youth, as the association which exists in the public mind between them and the whipping of boys. The birch and the ferule are the common emblems by which schoolmasters are generally satirized on the stage and in books. Nor is this without reason, *for certainly a less dignified situation can scarcely be conceived for a man, than to be striking a boy*. So innately conscious of this sentiment is every instructor, that the act is universally performed where no impartial mature eye sees it; and should accident lead any person to enter suddenly in the midst of such a scene, a schoolmaster thus unexpectedly caught, would feel as mortified as if he were surprised in performing the lowest animal acts of our nature.

“This letter was written by Mr. Johnson to a teacher who had whipped one of his children in school, and who upheld the practice of the rod.

“The undersigned might present many more letters from practical men, but we consider enough has been given to uphold our belief in the entire disuse of corporal punishment, or physical chastisement, as a means of discipline in the schools of our State.

“Legislators of good old Massachusetts! Let not this ‘relic of barbarism’ any longer remain in our public schools! Show to teachers by your decided action, that they have to deal with mind, not the body. Give them to understand that the debasing and demoralizing influence of fear, produced by the administration of corporal punishment, creates a servile willingness to endure punishment, in the spirit of a false manliness. Let the teachers of Massachusetts understand that the power of inflicting this bodily pain can no longer be intrusted to them; that, if they have mistaken their calling, they should resign. That knowledge must be taught, not whipped; that to abolish corporal punishment is but to keep pace with the improvements of the age in other reforms; that there are hundreds of teachers now desiring positions, who would gladly embrace the opportunity to teach, and govern under the kind and gentle influence of love, and that those who cannot so govern, are not in keeping with the age in which we live — an age of humanity, thought and culture. Let not the welfare of our children longer be jeopardized by this form of discipline, so often abused, by teachers of like passions with their scholars, under the pretext of a ‘last resort,’ debasing and degrading the pupil, creating oftentimes, obstinacy,

revenge, hatred, lying and fraud — appealing to the worst side of the child's character, uprooting the good in nature, and fostering all unholy passions. We hold that this picture is not overdrawn, — we hold that humanity, coupled with the unalterable law of kindness, demands that legislation should step in and say to these teachers that the pupils under their charge are not slaves, but human beings — capable of government by appeals to the mind, to truth, to kindness, to reason, to the affections and to the heart! — that the fear of punishment is dementalizing; that it induces no real virtue; that it paralyzes and bereaves the senses.

Take from the teacher the power of inflicting corporal punishments, because while the good teacher seldom if ever uses it, the abuse of the power lodged in the hands of many incompetent teachers, demands it! And above all, take from the teacher this power, *because thousands of parents*, who do not use this obnoxious form of punishment at home, have petitioned from time to time our school committees, for its abolition, without effect.

“Gentlemen of the legislature! We present this Report in all truthfulness, for what seems to us the real good of the cause of education. We believe the interests of education; the moral tone and character; the true Christian benevolence of an enlightened age, and the cause of humanity demand that *corporal punishment should be abolished in all the schools in our State, without regard to age, color, race or sex.*”

The opinions of so many different educators all

over the country as expressed in the foregoing report certainly should have great weight with our school committees, and it is hoped will be the means of suggesting some feasible plan to take the place of corporal punishment. We leave the matter without further comment, feeling sure that the time will come, if it has not already, when the members of our School Boards will feel that public opinion demands a change in school discipline.

For the Committee.

JOHN P. ORDWAY,
Chairman.

R E P O R T S

OF THE

COMMITTEES ON THE HIGH SCHOOLS,

FOR THE SCHOOL YEAR ENDING AUGUST 31, 1869.

LATIN SCHOOL.

THE Committee on the Latin School respectfully submit the following report.

The past year has been marked by the earnest devotion of the teachers to the work assigned them, and by a commendable progress on the part of the pupils in the various branches of learning taught in the school.

The whole number of pupils registered during the year was,	282
Admitted during the year,	68
Average attendance for the year,	231
Largest average attendance for any one month,	264
Largest number present at any one time,	269

The corps of teachers has consisted of one head master, two masters, and four sub-masters, a teacher of French, and an instructor in military drill.

Wm. F. Davis, sub-master, resigned his position at the close of the school year 1868-69.

In June, 1869, diplomas were awarded to thirty-two young gentlemen, and Franklin medals to Ernest Young, Ambrose C. Richardson, Joseph M. Sheahan, Frank H. Bigelow, Robert Grant, George H. Towle, Tucker Daland, Alfred C. True, Arthur E. Hartnett.

Thirty members of the first class entered college, viz.: twenty-three at Harvard, three at Amherst,

three at Wesleyan University, and one at Tufts College. This is the largest number (with one exception, where the number was the same) which ever entered college from the school.

The average age of the young men in the several classes will not vary much from the following table, which was made up at the time of the preparation of this report:—

1st class,	17 years, 9 months.
2d “	16 “ 8 “
3d “	15 “ 4 “
4th “	14 “ 6 “
5th “	13 “ 11 “
6th “	12 “ 11 “
3d “	out of course 16 years, 8 months.
4th “	“ 14 “ 11 “
5th “	“ 15 “ 10 “

The relative time devoted to the classical and English departments, is as follows:—

CLASSICAL DEPARTMENT.			MODERN DEPARTMENT.		
1st class,	60 per cent.		1st class,	40 per cent.	
2d “	56 “		2d “	44 “	
3d “	53 “		3d “	47 “	
4th “	53 $\frac{3}{4}$ “		4th “	46 $\frac{1}{2}$ “	
5th “	53 $\frac{3}{4}$ “		5th “	46 $\frac{1}{2}$ “	
6th “	38 “		6th “	62 “	

The military drill has been very thorough and efficient. Whether the amount of strength and time heretofore given to this department of instruction shall be continued, will be duly considered by the Committee on “High School Education for Boys,” to whom this, and all matters pertaining to the welfare of the school, has been committed.

We cannot refrain in this report from referring to the decease, during the year, of two members of the Committee, both of whom evinced great interest in the prosperity of this school,—Dr. Calvin E. Page, who died in May, 1869, and Dr. E. D. G. Palmer, the Chairman of the Committee, whose death occurred two months later. Resolutions, eulogistic of the intelligence and moral worth of these gentlemen, and deploring the loss this school and the cause of education have sustained in their decease, were passed at meetings of the Board, in June and August, respectively.

The regard cherished for this honored institution of learning, was perhaps never greater than at the present moment. Identified for generations with the progress of education in this city, the public generally, as well as those to whom is intrusted the management of its affairs, regard with special interest whatever pertains to its prosperity and welfare. With a record for thoroughness in preparing pupils for the University second to none other in the country, there is yet room for improvement; and important changes, both in the range of studies to be pursued, and the time to be given to them by the pupil, will probably be developed the coming year, by the Committee before mentioned, to whom the consideration of this matter has been specially referred.

Respectfully submitted.

HENRY S. WASHBURN,

Chairman.

SEPTEMBER, 1869.

CATALOGUE OF THE TEACHERS AND PUPILS OF THE LATIN SCHOOL, NOVEMBER, 1869.

HEAD MASTER.

FRANCIS GARDNER, LL. D.

MASTERS.

AUGUSTINE M. GAY, A. M.

MOSES MERRILL, A. M.

SUB-MASTERS.

CHARLES J. CAPEN, A. M.

JOSEPH W. CHADWICK, A. M.

FRANCIS A. HARRIS, A. B.

WILLIAM C. SIMMONS, A. B.

INSTRUCTOR IN FRENCH.

M. P. MORAND.

INSTRUCTOR IN MILITARY DRILL.

CAPT. HOBART MOORE.

PUPILS.

FIRST CLASS.

Bancroft, Winfred Baxter.
Barstow, Charles Fanning.
Bendelari, Giorgio Anacleto.
Cabot, James Jackson.
Capen, Edward.
Choate, Frederic Eugene.
Coale, George O. G.
Cunningham, Frederic.
Grant, Henry Rice.
Green, Charles Montraville.
Hackett, Frederic Albert.
Hodges, Harry Blake.
Kennealy, John Henry.
Knowles, Charles Franklin.
Krackowizer, Emil Washington.
Leland, George Adams.
Lodge, Francis Giles.
Morse, Hosea Ballou.
O'Connell, John David.
Piper, William Taggard.
Randall, Frank Eldridge.
Richardson, George Carr.

Sanger, George Partridge.
Sears, Edmund Hamilton.
Spear, Edmund Doe.
Stearns, Richard Sprague.
Stone, Edwin Palmer.
Toomey, Daniel Bernard.
Towle, Edward David.
Tyler, Columbus Tyler.
Upham, Albert George.
Wellington, Edward Winslow.
Wyman, John Palmer.
Wyman, Samuel Edwin.

Whitney, Alfred Brown.

SECOND CLASS.

Abbot, Samuel Leonard.
Alger, Arthur Martineau.
Bangs, Edwin Mayo.
Barnard, Howell.
Broughton, Henry White.
Bush, Deblois.
Campbell, William Taylor.

Campbell, Frank.
 Clark, Charles Lowell.
 Clark, Lester Williams.
 Comee, Frederick Robbins.
 Dam, Ashton Leslie.
 Dana, James.
 Delaney, Michael Francis.
 Dumaresq, Frank.
 Ellis, Arthur Blake.
 Faucon, Gorham Palfrey.
 Hatch, Edwin Austin.
 Kendall, Arthur Sherwood.
 Lamb, Henry Whitney.
 Lane, John Chapin.
 Lord, Charles Chandler.
 Mendum, Frank Willis.
 Milton, Henry Slade.
 Monks, George Howard.
 Norcross, Grenville Howland.
 Parker, Samuel Hale.
 Prince, Morton Henry.
 Smith, Hamilton Irving.
 Stone, Henry Bennett.
 Tappan, Walter.
 Tufts, George Julian.
 Warren, Henry L. J.
 Warren, Russell Alonzo.

THIRD CLASS.

Baxter, Joseph Nickerson.
 Berry, Rufus Lecompte.
 Bicknell, Edward.
 Botume, John Franklin.
 Carter, John Henry.
 Cunningham, Stanley.
 Dodd, John.
 Drew, Frank Haynes.
 Eldridge, George Homans.
 Farnsworth, William.
 Forsyth, Frank Lyman.
 Gardiner, Edward Gardiner.
 Hardy, Walter Badenach.
 Hinkley, Holmes.
 Hooper, Horace Nathaniel.

Jackson, Oscar Roland,
 Jaques, Henry Percy.
 Kidner, Reuben.
 Meins, Walter Robertson.
 Mills, Caleb Irving.
 Niles, Magnus Ventress.
 Parks, George Richmond.
 Storer, Frederic A. S.
 Thompson, Newell Aldrich.
 Troy, James Bernard.

Out of Course.

Bacon, Daniel Carpenter.
 Baird, William.
 Blaikie, Josiah Alfred.
 Bynner, Thomas Edgerton.
 Campbell, Newell Rogers.
 Cartwright, George Brown.
 Corcoran, Lawrence Michael.
 Flint, Willis Everett.
 Giles, George L. L. L.
 Giles, Jabez Edward.
 Leland, Willis Daniels.
 Skillings, Julius Palmer.
 Washburn, Marshall Prince.

FOURTH CLASS.

Ainsworth, Frank Fessenden.
 Blaisdell, William Horace.
 Cushing, Hayward Warren.
 Cutler, Frederick Waldo.
 Cutter, Edward Jones.
 Dolbeare, Albert Henry.
 Dorr, Benjamin Humphrey.
 Eaton, Selah Reeve.
 Fogg, Francis Joseph.
 Foster, Roger S. B.
 Fulton, Frank Edward.
 Hartnett, John Francis.
 Holden, Edward James.
 Jacobs, George Edward.
 Jones, James Edwin.
 Leary, John Francis.
 Lewis, Albert Conant.
 Litchfield, William Harvey.

Parker, Arthur Taylor.
 Pierce, Matthew Vassar.
 Russell, Walter Herbert.
 Sanford, Alpheus.
 Sherman, Addison Monroe.
 Sherman, Thomas Foster.
 Stevens, Oliver Crocker.
 Summerfield, Edward.
 West, Edward Graeff.
 Wheeler, Henry.
 Whitcomb, Charles Wheeler.
 Williams, Frank Edward.
 Wright, Frank Vernon.
 Young, Reginald Heber.

Out of Course.

Bagnall, John Goodridge.
 Bell, William McPherson.
 Brett, John Quincy Adams.
 Cheney, James Loring.
 Currier, Charles Gilman.
 Cutler, Walter Marshall.
 Gore, John Flint.
 Grover, Herbert Preston.
 Morse, Edward Leland.
 Nightingale, Willard Elliot.
 Pierce, Ebenezer Nelson.
 Pierce, Quincy.
 Powers, David Ewen.
 Robinson, Henry.
 Stetson, Joshua.

FIFTH CLASS.

Allen, Willis Boyd.
 Andrews, William Edward.
 Clough, Edward Everett.
 Crowley, James Linus.
 Dana, Francis.
 Davidson, Ward.
 Davis, Frederic Sumner.
 Dorcey, James Edward.
 Eaton, Harold Bayard.
 Gay, Frederic Lewis.
 Grant, Patrick.
 Homans, John.
 Hooper, Arthur.

Jaques, Herbert.
 Jones, Edward Arthur.
 Lodge, Richard Walley.
 Lovejoy, John Francis.
 Lyman, Gerry Austin.
 Masury, Walter Richards.
 Meinrath, Joseph.
 Miller, Charles Edward.
 Mitchell, John Singleton.
 Montague, Frazar Livingston.
 Montague, Henry Watmouth.
 Philbrook, Levi Nelson.
 Reed, James Munroe.
 Ross, George Whiting.
 Russell, Thomas.
 Simmons, Thornton Howard.
 Sparrell, Rufus Edwin.
 Stackpole, Edward.
 Tappan, Herbert.
 Thayer, Benjamin Franklin.
 Thayer, Frank Bartlett.
 Tower, David Bates.
 Wilson, William Henry.

Out of Course.

Beaty, George Warren.
 Bigelow, James Edward.
 Gavin, John Harrison.
 McMichael, Willis Brooks.
 Murray, Theodore Randolph.
 Nickerson, Obed Frederick.
 O'Dowd, John.
 Shaw, Lawrence Nichols.

SIXTH CLASS.

Adams, Ernest Benny.
 Anderson, Luther Stetson.
 Armstrong, George Ernest.
 Bennet, William Dennis.
 Bowen, John Templeton.
 Bush, Arthur Phillips.
 Chandler, Frederic Emerson.
 Churchill, Jno. Maitland Brewer.
 Clifford, Chandler Robbins.
 Comer, Charles Evelyn.

Coolidge, William Williamson.
Creed, William Albert.
Dewey, Arthur Waldo.
Dunham, Harry.
Everett, Edward.
Fenno, Lawrence Carteret.
Gorman, John William.
Gould, Junius Benton.
Gregory, Milton Turpin.
Hayden, Edward Everett.
Hayden, Rollin Thorne.
Haskins, William Jewett.
Hilliard, Richard Walter.
Holmes, Charles Sydney.
James, Arthur Holmes.
Kingman, George Flavel.
Lindsay, William.
Lyons, William John.
Mitchell, James William.
Mullen, Peter Francis.
Newton, Edward Wood.

Pasco, Lewis Albert.
Reed, Frank Bigelow.
Richards, James Symmes.
Richards, Melville Augustus.
Roche, Patrick Joseph.
Shaw, Allerton.
Shea, John Joseph.
Short, Thomas Ethelbert.
Slade, Dennison Rogers.
Slade, Henry Bromfield.
Smith, Frank Arthur.
Smith, Herbert Roberts.
Somerby, Samuel Ellsworth.
Sonrel, Louis Agassiz.
Stearns, Edwin.
Talbot, George Park.
Thomas, Willis Frye.
Whittier, Edmond Atkinson.
White, Frank Davis.
Willard, John Howard.
Withington, Joseph Cotton.

ENGLISH HIGH SCHOOL.

THE committee on the English High School respectfully submit their Annual Report.

The School has been visited and the quarterly examinations held as the Rules of the Board require, and throughout the year the school has been in most excellent condition. A better year's work was probably never done in the school, or greater fidelity and assiduity exhibited by the teachers, or a larger progress made by the pupils. At the annual exhibition in July, the forty-four young men of the graduating class, through their original essays, examination in the studies of the year, etc., gave the most ample and satisfactory evidence of their worthiness to receive the diplomas awarded, as pupils who had successfully completed the whole course of instruction in the school, and, having faithfully improved their opportunities, were well fitted by the knowledge acquired and the character formed, for usefulness and honor in the various departments of life. This is the largest class that has ever graduated from the English High School, and the last that can be dismissed from it bearing the impress of the late head master's instruction and influence.

On the Wednesday and Thursday subsequent to the exhibition, the annual examination of candidates

for admission was held. Mr. Sherwin presided over the examination and superintended it with his usual energy, fidelity, and diligence; and thus his work for the year as head master was fully and thoroughly done; and on the afternoon of the next day, Friday, July 23d, he was suddenly summoned without a moment's warning, or a moment's suffering probably, to the reward of his labors in another world. Immediately on receiving intelligence of this sad event, a meeting of the committee on the English High School was called, at which, after voting to attend the funeral in a body, the following Preamble and Resolutions were approved, and on being submitted to the Board of School Committee, at a special meeting held in August, were unanimously adopted.

It having pleased Almighty God to remove, by sudden death, THOMAS SHERWIN, for many years Principal and Head Master of the English High School, the Committee on that School feel it due to his memory and to the emotions of their own hearts, and as an expression of their appreciation of his character and services, and of his great loss to the interests of education, to submit to the School Committee the following Resolutions, and ask their adoption.

1. *Resolved*, That the sudden death of Mr. Thomas Sherwin, in the full vigor and maturity of his powers, and of his most active and beneficent usefulness as a teacher, at a time when, uniting the wisdom and experience of age with the ardor and enthusiasm of youth, he seemed best fitted to do great good,—to inform the minds, enlarge the hearts, and mould to a noble, moral manliness the characters of the youth under his instruction and influence,—is a great public bereavement and loss.

2. *Resolved*, That the character and services of Mr. Sherwin, his simplicity, purity, integrity, and conscientiousness as a man, his wisdom, fidelity, devotedness, and enthusiasm as a teacher, the immeasurable influence for good which he has exerted upon many hundreds of young men who have passed under his instruction and care, entitle him to rank as a public benefactor, and claim for his memory the high respect and gratitude of this community.

3. *Resolved*, That, while we bow in profound submission to this appointment of Providence, and express our sincere sympathy with his bereaved family, we rejoice that all—relatives, kindred, and friends—may find rich consolation in the memory of a character so pure, a life so noble in its aims and wide and lasting in its usefulness, and gather admonition and incentive from a death so sudden yet so thoroughly prepared for.

4. *Resolved*, That these resolutions be published, and a copy sent to the family of the deceased.

In these resolutions it is believed there is no exaggeration. They may be but a feeble and inadequate expression of the feelings of some who have known him long, and loved and honored him much; they are certainly nothing more than a just tribute to the many virtues, to the noble character, to the long and eminently faithful and successful services of the late Head Master of the English High School, whose name will long be fragrant in the hearts of all connected with or interested in that school, and in the memory of all the friends of good learning, thorough scholarship, and popular education everywhere. Mr. Sherwin was remarkable for his intellectual and moral growth, his progress in influence and power to the very last days of his life. He never did more or better or greater work than in this his last year as head of this school. His record in the hearts and

characters of his pupils is as honorable to him and of more value to them and to the community than his discipline of their intellects, and the thorough and accurate instruction he imparted. He sent out year by year from the English High School, young men with not only the intellectual culture, but the moral principle and moral tone of character needed for the promotion and preservation of the best interests of the community; and the best, the most eminent and the most successful of these will be the most ready to acknowledge their obligations to his influence as an incentive and defence to them amid the temptations that assailed them in the early paths of life. His reputation was not confined to the English High School, nor will it soon die; long and widely will he be remembered and honored as a good and noble man, a scholar of large and varied acquisitions, a teacher, superior to the influences of habit and routine, ever wise, fresh and progressive in his methods, ever doing his work with greater fidelity and success. "God buries his workmen but carries on his work." And the loss of Mr. Sherwin as a noble "workman" at the head of the English High School is great and will be long felt, yet we may hope that the work will be carried on, and that some one competent and worthy to do it will be found.

The committee, constituted by the Rules of the Board, and authorized to nominate candidates to fill vacancies in the masterships of the High Schools, held several meetings during the vacation, and in the expectation of being prepared to proceed to an election,

at their request a special meeting of the School Committee was called by the President on the 28th of August. But one or two persons, whom it was supposed had allowed their names to be presented as candidates, withdrew them, and it was thought that the rule requiring an advertisement of the vacancy and a thorough examination of candidates had not been so fully regarded as it ought to be, and that consequently the number of candidates presented was too limited to justify the Board in proceeding to an election, which was accordingly postponed till November, and the Committee on Nomination were ordered to comply most thoroughly with the rules requiring an advertisement of the vacancy and a thorough examination of the candidates.

Meantime the committee having special charge of the school, have appointed Mr. C. M. Cumston, senior master, to discharge for the present the duties of head master, and the school has opened for the term under his management.

At the annual examination in July, and the second examination, held on the second Monday in September, two hundred and sixty-one candidates were examined for admission. Of these thirty-eight were rejected, and two hundred and twenty-three admitted; one hundred and seventy-nine without conditions, forty-six with conditions; and of those admitted with or without conditions, twenty-six have not presented themselves at the school, leaving the actual number of new scholars one hundred and eighty-seven. The

school opens therefore for the year with three hundred and eighty-one pupils, viz. seventy in the first class, one hundred and twenty-five in the second class, and one hundred and eighty-seven in the third class. This large increase in the number of pupils requires and authorizes an additional sub-master, and Mr. John P. Brown has been temporarily appointed. The Committee have also employed as a substitute for Mr. Cumston, while engaged in the duties of head-master, Mr. C. B. Travis, usher in the Mayhew School, the committee of that school relieving him temporarily for this purpose.

The High School edifice in Bedford street was enlarged a few years ago by the addition of another story; but it is now too small to meet the wants of the school. Last year we had to put two teachers and seventy pupils in the ward room in Harrison avenue, where they were very poorly accommodated. This year we shall require to have more of the ward-room building assigned to us, and then we shall not be well accommodated. The school suffers from being thus divided. The attention of the Committee on school-houses is respectfully called to the subject of more ample accommodations for the English High School.

The English High School was instituted for a specific purpose. That purpose is distinct and important, and the school has been and is successfully accomplishing it. Instruction in the ancient classics and literature was no part of that purpose; and the committee are not prepared at present to recommend

or approve of so violent a change in the character and purpose of the school as its introduction, although in saying this, they do not propose to commit themselves absolutely against such change. In the direction of the purpose for which the school was originally instituted, they think, and the teachers of the longest experience in the school concur with them, that some enlargement might be made in the regular course of instruction, especially in regard to Physical Geography and English Literature. There has always been some desultory instruction in these various subjects more or less every year, but little or no progress has been made because of the irregular and unsystematic character of the instruction. What the committee propose, with leave of the Board, is the introduction of a course of regular and systematic instruction, according to a programme to be prepared by the head master and his assistants and approved by the committee, and faithfully carried out from the first year to the close of the school term of three years. The committee have this plan well matured, and if permitted to introduce it, they believe it will add largely to the usefulness of the schools, and the interest of the pupils in its course of study.

Respectfully submitted.

S. K. LOTHROP,
Chairman.

SEPTEMBER, 1869.

CATALOGUE OF THE TEACHERS AND PUPILS OF
THE ENGLISH HIGH SCHOOL, SEPT. 1869.

HEAD-MASTER.

(VACANCY.)

MASTERS.

CHARLES M. CUMSTON, LUTHER W. ANDERSON,
MOSES WOOLSON.

SUB-MASTERS.

WILLIAM NICHOLS,
ROBERT E. BABSON,
ALBERT 'HALE,
L. HALL GRANDGENT,

NATHAN E. WILLIS,
GEORGE W. PIERCE,
JOHN P. BROWN,
C. B. TRAVIS.

TEACHER OF FRENCH.

NICHOLAS F. DRACAPOLI.

TEACHER OF DRAWING.

HENRY HITCHINGS.

INSTRUCTOR IN MILITARY DRILL.

CAPT. HOBART MOORE.

PUPILS.

FIRST CLASS.

Allen, Frederic P.
Almy, Edward P.
Appleton, John H.
Austin, Charles D.
Ayling, Herbert.
Bailey, Joseph F.
Baker, Walter B.
Baldwin, George F.
Bates, Frank A.
Blaisdell, Frank M.
Blodgett, Warren K.
Braman, Jarvis G.
Brooks, Charles B.

Brown, Henry A.
Bugbee, Joseph S.
Burgess, Charles G.
Capen, William H.
Carter, Herbert L.
Chase, Joseph.
Cogswell, Walter C.
Cook, George A.
Cooper, Abner B.
Crow, David.
Cusack, Thomas F.
Darling, Frank W.
Dyer, Charles H.
Ellis, Augustus H.

Endres, George H.
 Foster, Charles.
 Gill, Arthur E.
 Goodridge, Oliver H.
 Grover, Edward W.
 Hathorne, Edward J.
 Hinckley, Henry H.
 Hunneman, Hewes.
 Hunt, Edgar N.
 James, Benjamin.
 James, Harrison W.
 Jewell, William H.
 Kelley, Edward F.
 Kelt, William L.
 Kent, George H.
 King, Samuel M.
 Ladd, Edward O.
 Loring, David jr.
 Mansfield, Gideon M.
 Marsh, Rufus C. jr.
 Means, Walter K.
 Miller, James C.
 North, Frederic O.
 Phelps, William B.
 Pope, James L.
 Priest, Herbert G.
 Reed, Warren A.
 Riker, Charles A.
 Riley, John T.
 Ross, George W.
 Shoninger, Bernard J.
 Simple, William J.
 Swan, Arthur R.
 Timmins, John F.
 Tolman, George G.
 Van Praag, David.
 Washburn, Frank.
 Wilkins, John F. O.
 Woodward, Frederic H.

SECOND CLASS.

Allen, William E.
 Arbecam, Burtis L.
 Armstrong, Frank H.
 Badger, William C. H.
 Baxter, Warren W.

Bennett, George W.
 Blake, George H.
 Blanchard, Arthur E.
 Brennan, Michael F.
 Briggs, William C.
 Brigham, Charles H.
 Brigham, Hubbard.
 Brooks, Charles H.
 Brooks, Walter.
 Buck, Howard M.
 Burley, Orlando H.
 Cardell, Frank D.
 Carleton, Harry R.
 Carver, John.
 Cheney, Charles F.
 Covill, William J.
 Crandall, George P.
 Cross, Walter H.
 Daley, James A.
 Demond, George A.
 Dennie, Tracy.
 Denny, Arthur B.
 Denny, Charles D.
 Dexter, Parkman.
 Dickinson, Frederick W.
 Donovan, John E.
 Dorr, Edgar S.
 Dupee, Horace G.
 Eaton, David H.
 Eaton, William S. jr.
 Elliott, Arthur C.
 Ellis, Charles A.
 Emerson, Nathaniel W.
 Fishel, Isaac S.
 Fletcher, Ferdinand R.
 Folts, Julius C.
 French, Frank K.
 Goodale, Charles W.
 Goodale, Thomas T.
 Goodwin, Isaac H.
 Gorman, William H.
 Hand, William H.
 Harrigan, Jeremiah.
 Harrington, Fred. G.
 Hay, Clarence E.

Ingalls, Joseph
 James, William K.
 Jantzen, James W.
 Keen, Fred W.
 Leatherbee, Charles W.
 Livermore, Frank D.
 Livingston, Charles H.
 Lord, Charles.
 Maguire, Francis L.
 Middleby, John H.
 Milkman, Aaron.
 Milkman, Moses.
 Mozart, William J.
 Munroe, Alexander F.
 Nay, Winslow P.
 Nightingale, Frank H.
 Norton, Frank S.
 Palmer, Frederic M.
 Peirce, George W.
 Pickett, William A.
 Pierce, John E.
 Pierce, Wallace L.
 Pinkham, Ellis G.
 Poole, Charles H. S.
 Powers, Frank A.
 Powers, James F.
 Prescott, Frank W.
 Prichard, Gilman.
 Quimby, Ralph A.
 Read, Charles F.
 Read, Harry E.
 Ridgway, Philip B. jr.
 Rogers, Frank B.
 Rosenfeld, Max C.
 Ross, Arthur J.
 Ross, Charles O. P.
 Roundy, William A.
 Russell, Levi W.
 Sanborn, F. Albion.
 Seaver, Frank W.
 Shackford, George A.
 Sheridan, Philip H.
 Simmons, Frank C.
 Smith, Charles A.
 Smith, Joseph H.

Smith, William F.
 Sparhawk, Clement W.
 Spaulding, William C.
 Spittle, George W.
 Stebbins, George F.
 Stevens, Harry.
 Stringer, Oscar H.
 Stumcke, Charles E.
 Sturgis, Robert S.
 Supple, Bernard F.
 Tower, Augustus C.
 Towle, John F.
 Tyler, Charles H.
 Vincent, William H.
 Walbridge, William S.
 Wallis, George F.
 Weisopf, Leopold H.
 Welch, Robert F.
 Weston, George D.
 Whorf, Warren L.
 Willard, William P.
 Wright, Walter.

THIRD CLASS.

Arnold, Charles H.
 Austin, Thomas H.
 Austin, William D.
 Bailey, George C.
 Baker, Eugene B.
 Baker, Jesse Y.
 Beck, Edward S.
 Bellamy, Benjamin.
 Bicknell, Frank M.
 Bowman, Benjamin.
 Boyden, Samuel S.
 Boyle, Patrick F.
 Brackett, Fred H.
 Brewster, Henry M.
 Brigham, Oliver S. C.
 Brown, Charles D.
 Brown, George H.
 Brown, John A.
 Burnett, Henry A.
 Burton, George A.
 Buss, Edward A.
 Cahill, William H.

Callahan, Edward J.
Canfield, Richard A.
Carr, John F. H.
Carter, George N.
Chaffee, Edward L.
Chapman, Herbert B.
Chick, Albert B.
Clapp, Edward L.
Cleaveland, Frank D.
Cleaves, James H.
Cobb, Webster.
Colby, J. Otis.
Cole, Thomas G.
Collier, John H.
Conley, William H.
Conroy, Thomas J.
Cook, Edgar A.
Copeland, Gardner.
Coughlin, Charles H.
Crockett, Frank.
Crooker, Ralph.
Cruse, Henry A. R.
Currier, George W.
Davis, Edward W.
Day, Frederick.
Deland, Edward F.
Deland, Loring F.
Doherty, Cornelius F.
Donahoe, Charles W.
Donovan, John H.
Driscoll, John E.
Dudley, William H.
Eaton, Frank J.
Ellinwood, Dwight B.
Emerson, Henry R.
Esbach, Henry W.
Fenderson, Lory B.
Fernald, Frank E.
Fisk, William jr.
Fleming, James A.
Fogg, Herbert F.
Fowle, George E. jr.
French, Abraham D.
French, William S.
Gassett, Walter.

Goodwin, J. Henry.
Greene, Thomas F.
Hagmann, John J.
Hall, Luke jr.
Harding, David B.
Harrington, Peter J.
Harwood, Frank S.
Hayford, George W.
Healey, Nathaniel G.
Hendrie, Charles J.
Herlihy, Cornelius F.
Hickey, Eugene D.
Hickey, Patrick W.
Hill, Joseph M.
Holmes, William B.
Holland, John jr.
Houriham, Timothy J.
Hovey, Edward C.
Hunt, Ellery.
Jackson, Geo. E.
James, Edwin A.
Jarvis, John B.
Jenney, Walter
Joyce, Peter A.
Kean, William L.
Kelley, Stephen J.
Kellock, James P.
Knapp, Samuel S.
Kyle, George H.
Laforme, Joseph L.
Lappen, John E.
Lavery, John J.
Lavery, George L.
Leland, Joseph D. jr.
Lemman, Samuel O.
Levi, George
Lewis, Harry A.
Litchfield, Jairus L.
Loud, Frank A.
Lothrop, Edward N.
Lynch, James F.
Lynch, John H.
Maguire, Thomas A.
Marliave, Edward C.
Marten, Hubbard D.
Marshall, Herbert W.

Mayo, Samuel H.
 McAlevy, Sylvester A.
 McCarty, William P.
 McDonald, Frank H.
 McGill, James F.
 McLean, Frederick E.
 McNamara, John C.
 McPherson, Charles J.
 Mills, Isaac B.
 Monks, Thomas W. A.
 Morse, Samuel A.
 Murdock, John W.
 Murphy, Edward P.
 Murphy, Patrick F.
 Neilson, James C.
 Nichols, Walter F.
 Noll, William.
 Nowlan, William E.
 O'Dowd, Martin P.
 Page, Nathaniel.
 Parks, Frederick T.
 Patten, Henry G.
 Perry, Thomas B.
 Pigotte, Thomas E.
 Pitman, Charles A.
 Priest, Walter A.
 Ramsey, Charles H.
 Read, Burton S.
 Rich, Frank A.
 Richardson, Thomas F.
 Ricker, George F.
 Riley, Thomas C.
 Robinson, Edward G.
 Russ, Frank E.
 Salmon, George A.
 Sampson, Charles E.
 Sampson, Edward N.
 Schlimper, Charles F. W.
 Schwartz, Theodore E.
 Scollard, John J.
 Seaver, Joseph.

Shepherd, Joseph H.
 Shoninger, Charles.
 Slatterly, Lawrence W.
 Smith, Morrill A.
 Spear, Samuel J.
 Stevens, Henry C.
 Stevenson, Frank W.
 Stiles, George S.
 Stinson, Wilbur H.
 Stone, Clarence E.
 Sullivan, Florence.
 Sussman, Julius H.
 Thaxter, Henry D.
 Thayer, Charles E.
 Thomas, John L.
 Thompson, Alfred J.
 Thompson, Walter B.
 Thurston, Caleb.
 Townsend, Walter D.
 Trescott, Charles H.
 Turner, George W.
 Twomey, Dennis J.
 Underwood, Charles J.
 Underwood, Frank G.
 Van Nostrand, Alonzo G.
 Varney, George W.
 Vinton, Charles A.
 Ward, Charles H. A.
 Wardner, Torrey.
 Watson, C. Herbert.
 West, Walter E.
 White, Charles H.
 Wilkins, Edward C.
 Williams, Ward.
 Witherell, Frank D.
 Witherell, George H.
 Wier, Frederick L.
 Woodman, Arthur L.
 Wright, Walstein F.
 Young, Charles H.
 Zerrahn, Carl G.

GIRLS' HIGH AND NORMAL SCHOOL.

THE Committee on the Girls' High and Normal School respectfully present their Annual Report, embodying the statistical information required by the twenty-first section of the fourth chapter of the Rules and Regulations.

The whole number of teachers in the two departments is twenty-two, five of whom are males, and seventeen females. In the Mason street school there are seventeen teachers, the head master, head assistant, eleven assistants, and the instructors in Drawing, Vocal Music, the French and German languages. The Training department is under the charge of a superintendent and an assistant superintendent, and there are three Primary school teachers connected with this department. Miss Lucy O. Fessendon resigned the position of assistant superintendent early in the year, and Miss Florence M. Stetson was chosen in her place, and entered upon her duties on the 5th of April, 1869. In the meantime, Miss M. A. J. Frothingham acted as a temporary teacher. The School was entitled, by the increased number of scholars, to eleven assistants, being one more than last year. The Committee, however, instead of making a permanent appointment, employed temporarily Miss Charlotte

T. Ehlin, and afterwards Miss Christiana F. Mason. This year it will be necessary to appoint three additional teachers.

Four hundred and thirty-two scholars were registered during the year: one hundred and fifty-two of whom were received from the Grammar Schools. One hundred and sixteen were discharged. The largest number present at any one time was three hundred and seventy nine. The largest average attendance for any one month was three hundred and sixty-eight, in October, 1868; and the average attendance for the year was three hundred and forty and a half. The average number belonging to the school was three hundred and fifty-two, and the average per cent. of attendance ninety-seven.

All the classes have been examined in accordance with the following vote of the Committee adopted in 1867:—

IN COMMITTEE OF THE GIRLS' HIGH AND NORMAL SCHOOL,
BOSTON, February 9, 1867.

Voted, That each sub-committee on the several studies pursued in this school, in connection with the Chairman, be requested to prepare appropriate questions to be submitted to the pupils, and personally to attend the examination of the Senior Class for diplomas, and of the Middle and Junior Classes for promotion the ensuing year, in accordance with a recent vote of this Committee; also that said sub-committee be duly notified by the master when such examination shall occur.

These examinations are conducted in writing, and the results are preserved among the school records. Sixty per cent. of correct answers in each study, and

a total average mark of seventy-five per cent. are required for promotion from the Junior to the Middle, and from the Middle to the Senior Class, and for diplomas at the end of the course. In the Junior Class the average mark of the whole number examined in all the required studies was eighty-seven per cent. The average per cent. in Rhetoric was ninety-three; Drawing, ninety-two; Chemistry, eighty-four; Botany, eighty-six; Algebra, eighty; and in the elective studies, Latin, eighty-two; German, seventy-eight.

The marks of the Middle Class were as follows: Average per cent. of all examined in the required studies, 84+. Average per cent. in Physiology, ninety; French, eighty-four; Drawing, eighty-six; Botany, eighty-four; English Literature, eighty-two; Algebra, seventy-nine. And in the elective studies, Latin, eighty-five; German, seventy-seven.

The average per cent. of the whole numbers, who, having completed the course of three years, were examined for diplomas, was eighty-six; and the averages in the several studies were as follows: in Moral Philosophy, ninety-six; Botany, ninety-four; French, ninety; Astronomy, eighty-eight; Trigonometry, eighty-seven; Physiology, eighty-three; Drawing, eighty-two; History, seventy-nine; Algebra, seventy-five; Latin, ninety; German, seventy-nine. The total mark of one member of this class in the nine required studies, was eight hundred and ninety-eight, and her average mark was over ninety-nine and three-fourths per cent.; another young

lady's average per cent. of correct answers was 98+, and eighteen had ninety per cent. or over.

The records show that perfectly correct answers to every question were given by thirty-six Seniors, in Moral Philosophy; twelve Seniors, in Astronomy; eleven Seniors, in Trigonometry; seven Seniors, in Drawing; three Seniors, in French; three Seniors, in Botany. The whole number examined for diplomas was sixty-seven, and all but two reached the required standard of attainments.

Diplomas were presented to these young ladies on the 17th of July by the Chairman of the Committee, and on the same day certificates of admission to the Middle and Senior Classes were given to those who had successfully passed the examination of the Junior and Middle class studies. Those young ladies whose names have a star prefixed, intending to join the Training Department, received certificates that they are entitled to diplomas, and at the end of the following year they will receive diplomas certifying that they have satisfactorily completed both the regular course, and that of the Training department.

When it is considered that the graduates of this school have passed all the examinations for promotion in previous years, it will be seen that their diplomas are not merely complimentary honors. They are testimonials that they have not failed in any one branch of the whole course of study. The remarkably high per cent. of correct answers to the difficult questions proposed is convincing proof of

the sound scholarship, skill in imparting knowledge, and uniform success of the teachers; of the thoroughness of the instruction given; and of the studiousness, diligence, and faithful industry of the pupils. The Committee have found the discipline of the school at all times perfectly satisfactory. The government of the teachers is mild and firm. They win the affections as well as the respect of the pupils, and the deportment of the scholars is quite gentle and ladylike.

It is a question worthy of serious consideration whether the assistants in this school, whose work is almost identical with that of the masters in the English High School, ought to receive only one-third of the salary paid to those gentlemen.

The health of the scholars as indicated by the attendance, is as good as in former years. Both teachers and pupils have been injuriously affected by the bad light, the escape of gas from the furnace, the impurity of air in the overcrowded rooms, and the drafts from partially opened windows.

The new building for the use of this school, on Newton and Pembroke streets, will, it is hoped, be ready for occupancy in September, 1870. It will be one of the most convenient and complete school-houses in this country. The liberality of the City Council in providing for the wants of this important institution is worthy of all praise.

A change has been made by the head master, with the sanction of the Committee, in the arrangement of studies. Under the present system no class enters

upon more than one new subject at one time, and every study once begun is pursued consecutively until completed. Greater prominence is given to the Natural Sciences, and about the same number of hours as formerly are devoted to Mathematics. History is studied by the seniors only, but the recitations are more frequent. Two-thirds of the time of this class is given to Historical and Literary subjects.

During the past year the new programme could not be entirely adopted without allowing the classes already in the school to neglect important studies which had been transferred from a later to an earlier period of the course. At one time the whole three classes were studying Botany, at another Algebra. History and English Literature appeared to visitors to have been displaced by the sciences. When the plans of Mr. Hunt are fully carried into effect, it is believed that as much time will be given to History and Literature as in former years.

The subjects of the regular course are embraced in three divisions, 1. Mathematics, 2. Literature, 3. The Natural Sciences. Every class has one study at a time in each of these three divisions, with one recitation a day on five days in the week. Drawing and vocal music are taught twice a week throughout the whole three years, and Latin, German, and Book-keeping are elective studies. The Mathematical course begins with Arithmetic and Algebra in the junior year, which are followed by Geometry and Trigonometry in the middle year, Natural Philosophy and Astronomy in the senior year. The Literary course is

very full, containing Grammar, Rhetoric, recitations of extracts in prose and poetry, composition, history, and the lives and writings of the best English and American authors. Professor Monroe continues in charge of the department of vocal culture, and makes the critical reading of standard works a literary exercise of great value. The French language is taught by Professor Morand and by the assistants, to the middle and senior classes. The sciences are presented in their natural order, beginning with Chemistry. This is followed by Mineralogy and Botany, Physiology and Zoölogy. Geology and Physical Geography also form a part of the course.

Mr. Hunt has proposed for the consideration of the Committee a larger programme, covering four years, allowing ample time for the classics, literature and the sciences, and giving young ladies an education not inferior to that young men obtain in colleges. Should such a course be adopted, it would be well to make many of the studies elective, allowing the pupil to discontinue studies for which she has no aptitude, and to pursue those which will be most useful to her, and permitting scholars to graduate at the end of three years. The following is an outline of the proposed four years' course:—

FIRST YEAR, JUNIOR CLASS. — Arithmetic, Algebra, English Language and Literature, Rhetoric, Latin, Penmanship.

SECOND YEAR, MIDDLE CLASS. — Geometry, Chemistry, Mineralogy, Botany, Latin, English Literature twice a week for the year, Book-keeping.

THIRD YEAR, SENIOR CLASS. — English Literature, French, Latin or German, History, Physiology, Zoölogy.

FOURTH YEAR, ADVANCED CLASS.—Natural Philosophy, Astronomy, French, Latin or German, History, English Literature, Vocal Gymnastics.

Recitations of extracts and English composition, Drawing, Vocal Music, and the study of Methods of Teaching throughout the whole course.

The Training Department has been conducted during the past year in conformity with the following programme:—

1. Practice in the Primary Schools.
2. Philosophy of Education.
3. Methods of Education in all Primary and Grammar School Subjects, with particular study of Boston School Programme.
4. School Discipline.
5. Mental Philosophy.
6. Natural History.
7. Oral instruction illustrated by Lessons in Color, Form, Measures of Size and Weight, Animals, Plants and miscellaneous objects.
8. Vocal Culture, Music, Reading.

STATISTICS FOR THE PAST YEAR.

Number of Pupils admitted	.	.	.	.	.	.	.	48
" " " that left town during the year	.	.	.	.	.	.	.	2
" " " married	.	.	.	.	.	.	.	1
" " " advised to leave on account of inefficiency,	.	.	.	.	.	.	.	6
" " " left school to teach	.	.	.	.	.	.	.	10
" " " left for other reasons.	.	.	.	.	.	.	.	6
Graduates	.	.	.	.	.	.	.	23
								<hr/> 48

Public exercises were held in the Normal School Hall, Mason Street, on Tuesday, June 22d, with the following programme:—

Opening Exercises.

Examination of the Training Class in the Art of Teaching.

Practical Teaching by members of the Class, with children.

1. To cultivate Observation and Language.
2. To exercise Memory and Association.
3. To develop Reasoning Power.

An illustration of Oral Instruction for Grammar Schools. A lesson upon one of the metals. [New programme for the Fourth Class of Grammar School]

Review of the First Class Primary Training School, in Lessons on Plants.

The following are the names and residences of the graduating class:—

Bragdon, Mary,	82 F Street, South Boston.
Burrill, Emily B.	93 Springfield Street.
Cashman, Nellie J.	364 E Street, South Boston.
Eaton, Emma L.	148 Athens St., South Boston.
Ford, Lizzie Isabel,	15 Bond Street.
Freeman, Eliza A.	7 Myrtle Street.
Frye, Mary P.	94 Chambers Street.
Greer, Florence E.	663 Fourth Street, South Boston.
Hooper, Grace,	29 Concord Square.
Hudson, Hannah R.	Concord.
Krogman, Josephine F.	158 Chelsea Street, Charlestown.
Kettelle, Effie A.	18 Sullivan Street, Charlestown.
Nickles, Caroline M.	194 West Springfield Street.
Pitcher, Lavina F.	53 Charles Street.
Perkins, Emma E.	51 Carver Street.
Savil, Emma M.	Quincy.
Sullivan, Anna C.	33 Hollis Street.
Treanor, Mary A.	11 Broadway, South Boston.
Ware, Mary H.	Salem.
Woodman, Viola,	7 Camden Place.
Woodbridge, Mary B.	Anburndale.
Welch, Caroline F.	37 Union Street, Charlestown.

The Training school was organized to educate thirty pupils each year. During the past year it

has been necessary to receive forty-eight, and at the beginning of the year just opening there were seventy applications. In order to meet the wants of so many, the Practising School should have grown correspondingly, but this neither the present district nor building will allow.

In other Training Schools, many of which have been organized upon the general plan of this, twenty or more scholars are allowed for one pupil-teacher. Our school has one hundred and forty children, and fifty-eight teachers. The demands for teachers in Grammar Schools, and the preference of many of the young ladies, require that Grammar School classes should be included in our school of practice. The government of older children would much better prepare the pupils for the discipline of our public schools.

The success of this enterprise, the increased number of pupils, and the demand for practical training in Grammar as well as in Primary schools, seem to the Committee to indicate the propriety of making this branch an independent institution for training teachers, leaving to the other branch the great work of giving an education of the highest character to young ladies whether they design to become teachers or not. The completion of the new building will require the entire separation of the two departments, or their union under one roof. The Committee propose to give their attention to this important subject during the coming year.

The number examined in July and September, 1869, for admission to the Girls' High and Normal School, was . . .	273
Number admitted without conditions	199
" conditioned first but admitted on second examination	40
" admitted on probation	20
Total admitted	259
Number joined	230
" admitted conditionally not re-examined	6
" rejected	8
Number of pupils now (Sept. 30) in the school :	
Senior class	71
Middle class	126
Junior class	200
Training class	62
.	<hr/> 459

The following plan for examining in the several Grammar Schools the candidates for admission to the High Schools was proposed by our late lamented head master, William H. Seavey, Esq.

1. A committee, not too large, and to include the chairmen of the High school Committees, the masters of the High schools, and the Superintendent of Public Schools, to prepare ten questions in each study.

2. These questions to be opened simultaneously in all the Grammar schools by the Committee, who are to be present during the examination.

3. Every school to decide, by its own standard, from these examinations, who are to receive diplomas.

4. Mark on the scale of 20 for Arithmetic.

"	"	20	"	Grammar.
"	"	20	"	Geography.
"	"	20	"	History.
"	"	5	"	Writing.
"	"	5	"	Spelling.
"	"	5	"	Reading.
"	"	5	"	Intellectual Arithmetic.

5. Each High school to have its own standard for admission.
6. The examination papers, marks and recommendations for candidates to be sent to the High schools at least four weeks before the close of the summer term.
7. Candidates from other schools to be examined in September at the High schools.
8. No second examination.

This admirable plan is worthy of the consideration of the Board. Its advantages over the present method, of assembling the candidates at the High school house after the annual School Festival, are obvious. There is no valid reason why the examinations for diplomas should not be made the test of the qualifications of the pupils to enter an institution of a higher grade.

Accompanying this Report will be found a catalogue of the teachers and scholars, and tables showing the number admitted to the school since its foundation in 1852, the number of graduates, and the appointments of teachers from the several classes.

Respectfully submitted.

For the Committee,

HENRY BURROUGHS, Jr.,

Chairman.

Boston, September, 1869.

Number admitted to the Girls' High and Normal School, from different schools, in each year, from September, 1852, to September, 1860, inclusive.

NAMES OF SCHOOLS.	1852-3.	1853-4.	1854-5.	1855-6.	1856-7.	1857-8.	1858-9.	1859-60.	1860-1.	1861-2.	1862-3.	1863-4.	1864-5.	1865-6.	1866-7.	1867-8.	1868-9.	1869.	Totals.
Adams . . . . .	.	.	.	.	.	4	4	8	5	9	4	4	5	3	6	5	5	8	70
Bigelow	9	10	7	7	9	4	8	11	4	10	12	7	6	7	5	3	11	8	138
Bowditch . . . . .	.	.	.	.	.	.	.	.	.	4	6	3	4	2	5	4	5	3	36
Bowdoin	14	13	14	7	14	12	17	13	10	18	16	10	8	16	16	12	9	16	235
Boylston	2	4	.	1	1	.	2	2	2	.	.	.	.	.	.	.	.	.	14
Chapman	8	3	4	5	9	4	4	12	7	1	7	8	6	11	5	12	5	11	122
Comins . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	7	8
Dwight	2	2	4	6	4	8	8	8	8	.	.	.	.	.	.	.	.	.	60
Everett . . . . .	.	.	.	.	.	.	.	.	.	13	9	20	16	21	28	19	15	26	167
Francis street . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1
Franklin	8	4	7	9	5	12	10	20	13	14	13	17	12	10	17	19	16	24	230
Hancock	4	5	2	6	13	9	8	13	12	8	16	9	10	12	9	9	7	12	164
North Johnson	5	6	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	17
South Johnson . . . . .	.	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5
Lawrence . . . . .	.	.	.	.	5	1	1	5	4	7	3	6	4	6	1	5	.	.	48
Lincoln . . . . .	.	.	.	.	.	.	.	.	7	7	7	7	8	7	5	2	4	12	66
Lyman	4	11	5	10	3	2	3	1	4	3	2	4	4	3	2	4	5	2	72
Mather	3	4	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9
Norcross . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	8	11
Otis	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3
Prescott . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	3	7	13
Wells	13	6	4	14	6	6	7	16	8	12	7	8	6	4	14	11	10	11	163
Winthrop	8	4	3	18	11	14	10	14	21	22	24	17	14	10	17	18	16	17	258
Other sources	21	12	16	22	12	13	13	21	14	27	31	35	65	53	67	45	89	86	641
Total	104	89	73	106	92	89	95	144	119	155	157	165	168	165	197	171	205	258	2541
Graduated	28	23	23	25	30	28	39	57	46	58	59	52	57	39	72	.	.	.	636

Became Teachers, 605.

*Appointments of Teachers from the Girls' High and Normal School,
in each School District, from 1852 to September 1, 1869.*

NAMES OF SCHOOLS.	High.	Grammar.	Primary.	Total.
Girls' High and Normal.....	14	.....	4	18
Adams	4	5	9
Bigelow	13	16	29
Bowditch	7	1	18
Bowdoin.	5	9	14
Boylston	17	15	32
Brimmer.	10	9	19
Chapman	5	19	34
Comins.	1	1
Dwight and Everett	36	13	49
Eliot	13	11	24
Franklin.....	19	7	26
Hancock.....	13	12	5
Hawes	1	.....	1
Lawrence	16	20	36
Lincoln	6	14	20
Lyman	2	7	9
Mayhew	5	7	12
Norcross	7	2	9
Phillips.....	13	5	18
Prescott	8	15
Quincy	17	10	27
Rice.....	3	1	4
Wells.....	7	4	11
Winthrop.....	30	16	46
Total.....	14	276	216	506

Appointments of Teachers and Substitutes from the Girls' High and Normal School, in each year, for the several grades of Schools.

YEAR.	Primary.	Grammar.	High.	Total in City Schools.	Other Schools.	Total.	Substi- tutes.
1852-53.....	1	1	..	2	.....	2	3
1853-54.....	1	5	..	6	4	10	11
1854-55.....	2		..	7	6	13	17
1855-56.....	8	11	3	22	11	33	10
1856-57.....	8	13	2	23	18	41	16
1857-58.....	13	12	..	25	21	46	49
1858-59.....	11	21	1	33	12	45	63
1859-60.....	10	15	3	28	16	44	82
1860-61.....	20	32	1	53	14	67	76
1861-62.....	17	21	..	38	10	48	128
1862-63.....	15	20	2	37	10	47	125
1863-64.....	17	14	1	32	21	53	50
1864-65.....	17	16	..	33	29	62	87
1865-66.....	20	22	..	42	36	78	22
1866-67.....	15	26	..	41	38	79	34
1867-68.....	17	25	..	42	45	87	68
1868-69.....	24	17	1	42	19	61	91
Total.....	216	276	14	506	310	816	932

CATALOGUE OF THE TEACHERS AND PUPILS OF THE
GIRLS' HIGH AND NORMAL SCHOOL, SEPT. 30, 1869.

HEAD MASTER.

EPHRAIM HUNT.

HEAD ASSISTANT.

HARRIET E. CARYL.

ASSISTANTS.

MARIA A. BACON,
MARGARET A. BADGER,
HELEN W. AVERY,
EMMA A. TEMPLE,
CATHERINE KNAPP,

MARY E. SCATES,
ADELINE L. SYLVESTER,
FRANCES A. POOLE,
ELIZABETH C. LIGHT,
BESSIE T. CAPEN.

TEMPORARY ASSISTANT.

CHRISTIANA F. MASON.

TEACHER OF DRAWING.

W. N. BARTHOLOMEW.

TEACHER OF MUSIC.

JULIUS EICHBERG

TEACHER OF GERMAN.

E. C. F. KRAUSS.

TEACHER OF FRENCH.

PROFESSOR MORAND.

Training Department.

SUPERINTENDENT.

JANE H. STICKNEY.

ASSISTANT SUPERINTENDENT.

FLORENCE W. STETSON.

PRIMARY TEACHERS.

CLARA A. ROBBINS, C. ELIZA WASON,
ANNIE K. ADAMS.

SENIOR CLASS.

Abell, Eveline.
 Arnold, Eunice A. S.
 Barrell, Elizabeth T.
 Bean, Helen.
 Bicknell, Willlette.
 Blake, Ida M.
 Brigham, Mary A. W.
 Brown, Minnie C.
 Calnim, Mary E.
 Clark, Lillie E.
 Cloney, Mary A.
 Comins, Hattie T.
 Crosby, Kate L.
 Crowell, Ella A.
 Cushing, Florence M.
 Cutter, Agnes E.
 Davis, Elizabeth.
 Dayley, Frances I.
 Drake, Hattie A.
 Dudley, Susan Ida.
 Duncan, Alice S.
 Eastman, Sarah E.
 Eustis, Eleanor T.
 Fairfield, Lucy A.
 Field, M. Louise.
 Fiske, Emma S.
 Fitzgerald, Ellen.
 Garland, Susan G. B.
 Gookin, Carrie W.
 Haslet, Adella E.
 Haynes, Sarah J.
 Higgins, Nellie.
 Humphrey, Emma L.
 Johnson, Almira S.
 Joslyn, Mary E.
 Knapp, Louisa.
 Knox, Mary E.
 Locke, Emma F.
 Loujee, Susie C.
 Marks, Ella S.
 Marshall, Julie.
 McCarty, Mary E.
 McDermott, Katie C.
 McLoud, Callista W.

McPhaill, Sarah E.
 McSweeney, M. Jeannie.
 Meader, Judith P.
 Melvin, Emily F.
 Meserve, Lizzie F.
 Otis, Clara A.
 Palmer, Georgie A.
 Perkins, Abbie S.
 Plummer, Elgina M.
 Porter, Electa M.
 Prescott, Ada D.
 Prescott, Anne M.
 Priest, Emily C.
 Reynolds, Emma L.
 Reynolds, Lucy G.
 Rich, Delia C.
 Rust, Fannie I.
 Shaw, Mary A.
 Smith, Emma F.
 Storms, Lizzie C.
 Toland, Mary G. A.
 Whittemore, S. Eliza.
 Wilson, Frances M.
 Winn, Addie N.
 Wish, Emily W.
 Woodwell, Lucy E.
 Youngman, Emma K.

MIDDLE CLASS.

Adams, Adelaide A.
 Alden, Marion B.
 Aldrich, Rosabelle V.
 Allen, Helen I.
 Allen, Matilda F.
 Avery, Helen M.
 Bailey, Alice A.
 Bancroft, Irene A.
 Barham, Rachel S.
 Barnard, Grace M.
 Bassett, Mary L.
 Baxter, Mary S.
 Berry, Mary L.
 Bickford, Georgie S.
 Bigelow, Helen A.
 Bodwell, Delina M.

Bowers, Sarah E.
Bradeen, Emma F.
Brennan, Ella J.
Brewer, Lizzie P.
Bucknam, Sarah C.
Bugby, Lucy S.
Carney, Mary A.
Chater, Emma F.
Chesley, Emma F.
Chittenden, Ella L.
Cole, Ella F.
Collins, Mary E.
Cook, Lina H.
Cook, Mary T. F.
Copeland, Susie E.
Crotty, Mary J.
Cummings, Mary F.
Currier, Ida A.
Deland, Emily M.
Denham, Lizzie T.
Dennie, Sophie T.
Desmond, Mary L. J.
Donovan, Mary A. T.
Drew, Florence H.
Dudley, Christine M. L.
Earl, Amy A.
Early, Mary Ann.
Edwards, Carrie B.
Eichberg, Annie P.
Everett, Sarah H.
Frederick, Emma H.
Frye, Rena J.
Gallagher, Isabel.
Gleason, Margaret M.
Gragg, Grace E.
Greeley, Callista M. A.
Hale, Frank B.
Hall, Louisa J.
Hanny, Mary E.
Harmon, Alice G.
Hawes, Marion A.
Hildreth, Laura S.
Hill, Ada L.
Holbrook, Emma A.
Jacobs, Sarah J.

Kimball, Fanny S. M.
Kurtz, Edith M.
Lanning, Mary G.
Leland, Clara O.
Lewis, Emma M.
Lyon, Eunice M.
Mace, Abby A. K.
Mahony, Elizabeth J.
Maloy, C. Frank.
Marshall, Eliza J.
Melcher, Sarah D.
Morrill, Ella C.
Morrill, Helen.
Murphy, Josephine A.
Nash, Mary L.
Neill, M. Agnes.
Neilson, Jeanie.
Oakman, Louise R.
O'Connor, Nellie M.
Parker, Hattie F.
Parker, Helen C.
Pearson, Lizzie F.
Pickett, Annie L.
Pierson, Isabel M.
Powers, Clara J.
Prince, Elizabeth H.
Putnam, Caroline D.
Putnam, Mary S.
Ranney, Minnie F.
Raycroft, Sophia E.
Read, Evelyn.
Reed, Alice J.
Reed, Mary R.
Reggio, Rosa M. E.
Reilly, Kate M.
Richardson, Lizzie.
Roberts, Kate C.
Roberts, Mary R.
Robinson, Margaret E.
Russell, Bertha L.
Rust, Millie H.
Ryder, Fannie W.
Safford, Agnes E.
Sanders, Ella J.
Sargent, Annie L.

Shaw, Mary G.
Smith, Martha K.
Smith, Sophie A.
Spring, Estelle A.
Stone, Ruth C.
Sweeney, Julia A. F.
Swift, Fannie.
Thayer, Clara E.
Tileston, Jessie C.
Walker, Eva J.
Warner, Ella.
Webb, Susan.
Wells, Frances E.
Wheeler, Ella C.
Whidden, Annie L.
Whidden, Mary E.
White, Grace F.
Wiggin, Flora B.
Whiley, Henrietta F.
Wilson, Grace L.

JUNIOR CLASS.

Abbott, Alice H.
Adams, Lavinia E.
Alden, Clara K.
Aldrich, Millie A.
Allen, Lizzie J.
Audy, Louise.
Badlam, Annie B.
Bailey, Elizabeth G.
Balley, Ellen H.
Ballou, Susan M.
Barbour, Nellie M.
Barnard, Lizzie F.
Barnes, Emma.
Barnes, F. Addie.
Bates, Lucy A.
Bemis, Lella M.
Bickford, Eudora F.
Bird, Lizzie H.
Blake, Irene A.
Bonnie, Mary.
Boston, Hattie E.
Boyden, Ida L.
Brewer, Eva H.

Brodhead, Eleanor W.
Bryant, Josephine.
Bullard, Carrie A.
Burns, Georgiana E.
Buss, Katie S.
Bynner, Minnie A.
Callanan, Maria.
Child, Carrie.
Churchill, Jennie R.
Clean, Annie.
Colman, Maria H.
Colton, Clara A.
Comer, Fannie T.
Conley, Charlotte R.
Cotter, Josephine M.
Cotton, Clara A.
Coverley, Fannie S.
Crosby, Minnie S.
Cutter, Millie A.
Davenport, Josie F.
Davis, Jeannie E.
Dearborn, Mattie H.
Delea, Honora M.
Dennison, Rebecca J.
Ditson, Ernestine.
Dolan, Mary A.
Domett, Ella A.
Domett, Fannie E.
Doolittle, Emma F.
Dwyer, Mary H.
Egin, Carrie A.
Emery, Mary W.
Emmons, Ella.
Evans, Minnie S.
Fabyan, Emma.
Fabyan, Helena R.
Fernald, Carrie L. T.
Flusk, Olivia M.
Fobler, Jane F.
Foltz, Gertrude H.
Forristall, Sarah E. J.
Gillespie, Annie M.
Glawson, Emma C.
Hall, Francis W.
Harding, Eva.

Hastings, Fannie I.
Hatch, Annie A.
Hatch, Flora E.
Hazell, Lizzie W.
Heath, Carrie S.
Hews, Mary C.
Hill, Henrietta A.
Hill, Lillie F.
Hoxie, Georgie E.
Huckins, S. Lila.
Hyneman, Julia.
Jackson, Ella T.
Jenkins, Emma E.
Johnson, Lottie H.
Kelt, Agnes A.
Kidney, Sarah F.
Lamson, Cora D.
Lee, Mary E.
Levi, Miriam.
Lewis, Mary L.
Lincoln, Lizzie.
Litchfield, Hattie E.
Litchfield, Hattie L.
Livingston, Frances A.
Livingston, Isabel C.
Lorey, Lillian C.
Lothrop, Carrie T.
Lowe, Mary Ann.
Lowe, Mary Azubah.
Maddin, Lizzie.
Manson, L. Ada.
March, Carrie R.
Maynard, Adele E.
McAfee, Lizzie M.
McGary, Mary E.
McGonigle, Sarah A.
McGowan, Katie E.
McManamy, Annie M.
Meins, Alice J.
Merritt, Mary E.
Mihan, Frances E.
Mitchell, Martha L.
Mitts, Mary E.
Mooney, Blanche M.
Morrill, Julia L.

Morrison, Mary G.
Morse, Angie S.
Morse, Nancy M.
Munroe, Isabella B.
Murray, Esther F.
Murray, Parnell.
Nason, Eva W.
Nelson, Emma C.
Newcomb, Ella F.
Noble, Eliza G.
Norcross, Addie F.
Nute, Annie.
Nye, Abbie M.
Oburg, Mary A.
O'Dowd, Honora T.
Ordway, Lizzie.
Otis, Jessie F.
Page, Lillie.
Parker, Minnie O.
Peaslee, H. Ella.
Penniman, Abbie D.
Pickernell, Georgiana M.
Pierce, Florence A.
Pierce, Susan M.
Pitcher, Dora E.
Place, Florence M.
Plummer, Almy C.
Poland, Carrie S.
Preble, Hattie I.
Prescott, Ella E.
Putnam, Emma C.
Ray, Mary E.
Reid, Mary E.
Rice, Helen E.
Richardson, Eliza.
Robbins, Annie M.
Roberts, Mary A.
Robertson, Jeannie.
Robinson, Eunice S.
Rogers, Julia O. M.
Ruxton, Mary G.
Ryder, Lizzie H.
Sampson, Lucy M.
Sanford, Nellie G.
Sargent, Ella L.
Saul, Anna L.

Scarmell, Juliette A.
Schlegel, Frances.
Seaman, Emma.
Smith, Ardelle T.
Smith, Ella S.
Smith, Emma A.
Smith, Florence J.
Smith, Lizzie B.
Smith, Mary H.
Snyder, Mattie W.
Southard, Annie T.
Spaulding, Laura A.
Studley, Olivia M.
Sturgis, Sarah R.
Swan, Sarah E.
Taylor, Carrie W.
Thatcher, Frances H.
Thomas, Lillie E.
Titcomb, Abby S.
Treanor, Catharine.
Ventress, Amanda P.
Wainwright, Julia E.
Wallace, Ella F.
Wallingford, Ella E.
Watson, Nina B.
Webb, Anna W.
Webb, Bessie T.
Weeks, Lillie F.
White, Susan E.
Whitney, Emma C.
Whittemore, Addie E.
Wightman, Gertrude E.
Wilbor, Lizzie.
Williams, Alice M.
Williams, Kate D.
Williams, Mary J.
Williams, Uleyetta
Willis, Della M.
Wise, Minnie D.
Woodward, Marion L.
Yeaton, Ida.

TRAINING CLASS.

Bailey, Clara E.
Baker, Adah E.

Baldwin, L. Annie.
Bancroft, Mary C.
Bates, Josie C.
Bell, Clara E.
Berry, Annie H.
Blodgett, Addie M.
Bristol, Emma I.
Brown, E. Louise.
Cartwright, Hannah M.
Chase, Sarah H.
Clark, Sarah I.
Cleaves, Helen P.
Cutler, Mary.
Dudley, Annie L.
Farrington, Barbara C.
Firth, Mary L.
Foster, Isabel C.
Frazer, Harriet M.
Fuller, Mary A.
Gleason, Edna L.
Goodwin, Emma M.
Gould, Amelia B.
Hintz, Emma L. B.
Holmes, Louise B.
Hussey, Annie.
Hussey, Fanny N.
Hutchinson, Susan.
Hyde, Rebecca W.
Johnson, Mary E.
Johnson, M. Etta R.
Locke, Lucy E.
Madigan, Elizabeth E.
Monroe, Joanna.
Munroe, Lillian.
Neale, Belle.
Nute, Nellie M.
O'Connor, Mary E.
Page, Isadore.
Payne, Fanny A.
Podesta, Rosina.
Reynolds, Clara J.
Russell, Clare C.
Schouler, Louise E.
Seavey, Hannah M.
Shedd, Sarah E. D.

Shute, Carrie.
Smith, Jeannie F.
Smitii, Kate O.
Stephens, Matilda.
Valentine, Julia A.
Warner, Alice M.
Warner, Minnie T.
Wells, Sarah R.

Williams, L. Annie
Willis, Clara A.
Wilson, Kate.
Wise, Margaret F.
Wiswell, Emma F.
Witherell, Mattie E.
Wright, Annie E.

CATALOGUE OF THE TEACHERS AND PUPILS OF THE ROXBURY HIGH SCHOOL, SEPTEMBER, 1869.

HEAD MASTER.

SAMUEL M. WESTON.

HEAD ASSISTANT.

SARAH A. M. CUSHING.

ASSISTANTS.

M. LOUISE TINCKER, EMILY WEEKS,
ELIZA DREW GARDNER.

TEACHER OF FRENCH.

MATHILDE DE MALTCHYCE.

TEACHER OF DRAWING.

BENJAMIN F. NUTTING.

TEACHER OF MUSIC.

JULIUS EICHBERG.

INSTRUCTOR IN MILITARY DRILL.

CAPT. HOBART MOORE.

PUPILS.

Ex-SENIORS.

Boys.

Berry, Charles F.
Russ, William R.

Girls.

Adams, Sarah L.
Bell, Louise L.
Brackett, Caroline M.
Briggs, Helen A.
Caldwell, Abby G.
Cheney, Sarah B.
Cushing, Mary B.

Hall, Charlotte B.
Keniston, Josephine.
Merritt, Emma F.
Moore, Mary M.
Oliver, R. Fannie.
Peterson, Annie E.
Pierce, Elizabeth S.
Prince, Mary E.
Rumrill, Sarah E.
Sanborn, Elizabeth A.
Stockman, Fannie L.
Streeter, Cora A.
Tenlon, Emma E.

Thomas, Emma F.
Tibbetts, Josephine.
Voisin, Celina E.
Walcott, Eloise B.
Williams, Susie.

SENIOR CLASS.

Boys.

Bates, Gelston M.
Dean, Samuel B. jr.
Fay, Thomas jr.
Hislen, John E.
Kelley, Frederick L.
Kilby, John Q.
Kohl, George A.
Rogers, Leo A.
Smith, Frank E.
Tower, Charles P.

Girls.

Backup, Mary J.
Ballister, Fannie E.
Barry, Alice F.
Collyer, Adelaide M.
Caldwell, Frank L.
Cook, Mary E.
Croft, Annie M.
Curtis, Clara A.
Durgin, Abby M.
Ellot, Caroline.
Faxon, Maria D.
Folsom, Ella L.
Folsom, Harriet J.
Frye, Mary L.
Holden, Cornelia C.
Kenniston, Elizabeth E.
Macrae L. Jeannette.
Mansfield, Lydia M.
Murphy, Annie F.
Newman, Mary J.
Nichols, Alfara M.
Pike, Ella G.
Prang, Rosa M.
Rockwood, Fanny L.
Seaver Emma H.

Waldock, Emma M.
Walker, Clara C.
Ward, Julia A.

SECOND CLASS.

Boys.

Barton, Herbert A.
Batchelder, Charles H.
Bell, Joseph B. F.
Bishop, Louis B.
Caldwell, George H.
Cook, George B.
Crosby, Benjamin L.
Davis, Cornelius F.
Dearborn, Daniel F.
Dolan, John.
Fernald, Edward S.
Frye, George B.
Garrett, Edmund H.
Gullbrandson, Pierre G.
Haley, Alfred L.
Hamilton, Edward R.
Hovey, George E.
Jackson, William L.
Joyce, Thomas G.
Keeffe, Robert T.
Kellogg, George G.
O'Neil, Henry.
Parker, George H.
Plimpton, Arthur L.
Short, Louis N.
Swain, Charles E.
Tenney, Lewis F.

Girls.

Aldrich, M. Ella.
Allen, Ida B.
Baker, Elizabeth R.
Batchelder, Abbiatta.
Booker, Jane R.
Bowdlear, Elizabeth H.
Bowker, Georgiana C.
Brown, Annie J.
Bryant, Minnie K.
Campbell, Nellie.

Carson, Agnes J.
 Croft, Emma F.
 Dean, Florence G.
 Folsom, Levina B.
 Goldsmith, Marletta.
 Gray, Nellie.
 Harmon, Mary E.
 Homer, Eugenie.
 Hosford, Emma L.
 Howland, Alice W.
 Humphries, Ida G.
 Jenkins, Ida G.
 Kelley, Annie M.
 Mulrey, Minnie E.
 Peterson, Emma L.
 Pevear, Lizzie M.
 Russ, Mary E.
 Sanborn, Clara E.
 Scott, Mildred O.
 Shurtleff, Anna L.
 Stevens, Ida G.
 Taylor, Maria L.
 White, Hattie L.
 Wigglin, Mariannie.
 Yeaton, Ellen F.

THIRD CLASS.

Boys.

Crafts, William F.
 Chamberlain, Henry A.
 Crowell, Frank H.
 Davis, William H.
 Dolan, Romanzo J.
 Dolan, Michael jr.
 Fay, Edward F.
 Fillebrown, Edward A.
 Gerry, James C.
 Goodman, James S.
 Haverty, Timothy.
 Heustis, Charles H.
 Hunt, Alfred E.
 Jacobs, Richard G.
 Jenkins, Charles H.
 Little, Alexander A.
 May, Frank A.

McMorrow, James H.
 Monroe, Charles F.
 Parker, Frank W.
 Pevear, Charles B.
 Prince, Solomon.
 Quinlan, Thomas J.
 Riddle, Charles W.
 Rogers, Edward C.
 Stalder, Edward G.
 Train, Frank M.
 Ware, Charles.
 Weston Frederic S.
 Wigglin Frank E.
 Winslow, Cameron M.
 Witherell, William O.

Girls.

Bumstead, Anna W.
 Clapp, Emily E.
 Cowdrey, Ella M.
 Colligan, Lizzie A.
 Crooker, Sibyl T.
 Davis, Lillie J.
 Davis, Fannie M.
 Dexter, Addie F.
 Drake, Mamie F.
 Edmands, Anna M.
 Faunce, Emily C.
 Faunce, Linnie W.
 Ford, Anna M.
 Gallagher, Mary A. A.
 Haskins, Ella M.
 Hutchinson, Fannie B.
 Jordan, Mattie P.
 Kelley, Frances T.
 Lane, Emma D.
 Libby, S. Emily.
 Lingham, Emma I.
 Macdonald, Anna.
 Manning, Fannie J.
 May, Alice M.
 McDonough, Annie L.
 Morrill, Isabel W.
 Nason, Katie A.
 Pearson, Susie A.

Phelps, Hattie B.
 Scanlan, Bridget E.
 Sherman, Abbie L.
 Smith, Marie L.
 Sprague, Fannie W.
 Stockwell, Millie W.
 Thacher, Isabel.
 Thomas, Minnie E.

Thulin, Annie F.
 Washburn, Emily P.
 Weston, Lottie E.
 Wells, Clara L.
 Wetherbee, Annie F.
 Williams, Gertrude F.
 Williams, Lucy L.
 Woodsum, Emma A.

REPORT
OF THE
COMMITTEE ON MUSIC.

REPORT OF THE COMMITTEE ON MUSIC.

In School Committee, September 14, 1869.

THE Standing Committee on Music respectfully submit the following report in regard to the Department of Instruction intrusted to their care:—

In their last report to this Board, your Committee took occasion briefly to review the progress of musical instruction in the schools during the preceding ten years. And, as a matter of interest to the present Board, as well as to satisfy the many inquiries made of the Committee by the community at large, they have thought it expedient and proper to embody in this report an epitome of the rise and progress of musical instruction in connection with the Boston Public Schools from its inception to the present time. In doing this they must necessarily repeat, to some extent, the information already presented in their reports of previous dates.

Thirty-nine years ago, on the 19th of August last, a lecture was delivered before the convention of teachers and other friends of education assembled to form the American Institute of Instruction, in the hall of the House of Representatives in Boston, by

William C. Woodbridge, the eminent geographer, advocating the practicability and expediency of introducing vocal music as a branch of common school education. This convention numbered several hundred persons, mainly teachers, representing at least eleven States of the Union, comprising the highest educational ability of the land. Mr. Woodbridge had just returned from his educational tour in Europe, and brought back with him the favorable opinions on this subject of the most distinguished educators in Germany and Switzerland, such men as Niemeyer, Schwartz, Denzel, Fellenberg, Pfeiffer, Nageli, and others. This effort of Mr. Woodbridge produced a profound impression at the time. By it the first impulse was given to music as a branch of common education in our schools in America.

In December, 1831, Mr. George H. Snelling, in behalf of a special committee appointed on his motion for that purpose, presented to the Primary School Board of the city of Boston an elaborate report, strongly urging the adoption of music as a regular study in our Primary Schools. This report (which we have obtained from the original manuscript in the files of the late Primary School Board), from its intrinsic merit, as well as its important bearing upon the future of music in our public schools, we now copy in full.

"The Committee, to whom was referred the subject of the introduction of instruction in Vocal Music into the Primary Schools, respectfully offer the following report.

"The Committee have risen from the examination

of the subject referred to them with a firm conviction of the practicability and the expediency of making vocal music a part of the scheme of Primary School instruction. They have come to this conviction after a deliberate consideration of the reasons for and against the proposition, and the result to which they have arrived is submitted with the more confidence from the fact that on first entering upon the examination of this question, the minds of a majority of the committee were by no means favorably disposed towards the recommendation, which they afterwards satisfied themselves it was their duty to make.

“In support of the *practicability* of this measure, the Committee feel it necessary to make but a very few remarks. Indeed, such full demonstration upon this point has been afforded to them by the exercises which they have witnessed in the semi-weekly school taught by Mr. Lowell Mason, in this city, that they might satisfy themselves with a mere representation of what they have there seen and heard. During the interval which has elapsed since the former meeting of this Board, a class of pupils of more than one hundred and fifty in number, and of whom about one-third are of the age of children at our Primary Schools, have been led, from the simple utterance of an articulate sound, to a knowledge of rhythm and melody sufficient to enable them to sing at sight tunes of more than ordinary difficulty, and are commencing with success the practice of singing in concert upon different scales.

“This proficiency has been acquired by less than

a half an hour's instruction, on the afternoons of Wednesday and Saturday of each week, and under an interruption of several successive weeks from the illness of the instructor. It is the opinion of the Committee, supported by that of the instructor referred to, that the same amount of time, in much shorter periods, and at more frequent intervals, as, at the commencement or the close, or what would be still better, during a suspension for a few minutes, of the morning and evening exercises of our schools, could be much more effectively employed.

"The Committee are also satisfied that such an occupation of a portion of the school hours, selected by the instructor at those moments which occur daily in every school, when the attention of the pupils has become wearied and suspended, would be the cause of much greater efficiency in the prosecution of their studies, after such an interval of relaxation. Not only, however, would intervals of time, otherwise wasted, be usefully employed, but, what is a consideration of great importance, the authority of the instructor, which is weakened the more that it is unsuccessfully exercised, would be preserved, and the resort to corporal punishment, so fatal to the kindly relations which ought to exist between the instructor and pupil, would be, to a great extent, superseded.

"On the subject of the practicability of this measure, the Committee will briefly anticipate an objection which may be made, on the ground that obstructions will be found to exist to the making of vocal music

a subject of general instruction, in the supposed existence of a natural incapacity in many pupils for appreciating the difference of musical sounds, or, in other words, the want of a *natural ear* for music. They are satisfied that the grounds for such an objection are almost wholly imaginary. The existence of an individual having a natural incapacity for learning music, there is good reason to assert, is almost as rare as that of an individual who is born deaf and dumb. This assertion might be abundantly substantiated. It will be sufficient to state, on good authority, that out of many hundreds of children taken from the most degraded condition of life, in the school for the poor at Hofwyl, in Switzerland, the instructor has never met but two whom he could not teach to sing; and, that a teacher of music in this country, who had instructed more than four thousand pupils, had never yet found one whom he was unable to teach. Indeed, the mere act of speech presupposes the power of appreciating the differences of sounds, and no one can ask a question or give an answer with proper intonation, without giving evidence of an ear for music. This last consideration will suggest some advantages of the exercise in reference to instruction in reading, which will be more particularly alluded to in a subsequent part of this report.

“Another objection, on the ground that if instruction in vocal music were made a part of our system, an unjust preference might be given to candidates for the office of instructors skilled in this art, and

other valuable qualifications, unaccompanied with this, be lost to our schools, — will have been anticipated by the preceding remarks. The Committee are satisfied that at the age at which applications are usually made for the place of instructor, the instances will be very rare in which inquiry need go beyond the *disposition* of the candidate to qualify herself for imparting the requisite instruction in this branch. The gratuitous services of the gentleman named in the early part of this report, have been proffered to the Committee, for the qualification of the instructors for this task, and every aid to the prosecution of it will be cheerfully rendered by him as often as application shall be made for it.

“In considering the *expediency* of the proposed measure, too great importance cannot be attached to its value as subsidiary to instruction in reading. The advantages of this exercise in cultivating the powers of the voice, giving the pupil a command over the organ, and a facility of discriminating and expressing all the varieties of intonation requisite in good reading, are incalculably great, and, were these the only ends to be gained, they would amply iustify the adoption of the proposed measure. It must have become familiar to the observation of every member of this Board, that the labor of the instructor is tasked to no greater degree by any object, than the development of the powers of the pupil's voice, the giving him a bold, ready, and distinct utterance. The great amount of effort on the part of the instructor, which will be thus superseded

by the proposed exercises, will be so much gained to the pupil in the greater attention which he will receive in other respects.

“A great advantage of the introduction of these exercises will be found in the effects on the general tone of the mind of the pupils. The anticipation of an agreeable exercise of this kind will give them a cheerfulness and an elasticity of mind favorable to the more successful prosecution of their studies. To this should be added the importance of connecting agreeable associations with their school exercises, and the greater frequency of attendance which the attractiveness of this exercise will ensure. These and other advantages have come within the observation of the Committee in cases where singing has been, though but imperfectly, introduced; and have been also alluded to in the recently printed reports of the Standing Committee.

“In its effects on school discipline, the study of music will be found to be of great utility. It has been justly remarked that ‘it cultivates the habits of order, obedience and union.’ All must follow a precise rule. All must act together, and in obedience to a leader; and the habit acquired in one part of our pursuits, necessarily affects others. Accustoming the pupils thus to conform to general rules, it affords an agreeable training to all those habits which it is the object of a system of discipline to enforce.

“Repeated testimonies have also been given to the effect of these exercises, conducted by instructor and

pupil in common, in producing a great degree of confidence and attachment in the pupil towards the instructor. In a moral point of view, the subject is of great importance. Not only as a vehicle of moral instruction, but as in itself an exercise favorable to a healthy state of the mind and the feelings, the cultivation of this art should hold an important place among the means of acting upon the character of children. Its beneficial influences will be felt not only in the relation of the pupils with the instructor, but in their intercourse with each other. Much of the quarrelsome spirit which we witness among children may be attributed to the want of agreeable resources for amusement, and to the general neglect of the means of cultivating the better feelings.

“One of the most important considerations in favor of the proposed measure remains to be alluded to. It is the security which such a resource for agreeable and innocent relaxation, as a knowledge and a taste for this art affords, will give to the moral character in after life. If a taste of this kind can be made a source of satisfying enjoyment, the resort to gross indulgences will of course be discouraged, and the purity and happiness of social life be promoted.”

Appended to this Report was a resolution to the effect “that one school from each district be selected for the introduction of systematic instruction in vocal music under the direction of the district and standing committee.” The report was, after much discussion, accepted, and its recommendations adopted, in

January, 1832. The experiment received a partial trial, but the plan proposed was never fully carried into effect. It was in advance of the times.

Soon afterwards the Boston Academy of Music was established, having at its head our distinguished and well-known fellow-citizen, the late Hon. Samuel A. Eliot. At a meeting of the School Committee, held on the 10th of August, 1836, a memorial was received from the government of the Academy, supported by petitions from many citizens of Boston, praying that vocal music be introduced as a branch of popular instruction into the schools of this city. The memorial was referred to a select committee, who offered a report in its favor on the 24th of August, 1837. This report is signed by T. Kemper Davis as chairman of the committee, and is a most able and interesting document. On the 19th of September following, the report, with its accompanying orders, was considered and accepted by the school Board, and the resolves as they came from the committee were passed. But, failing to obtain from the City Council the appropriations necessary to carry their plans into effect, the measure was for the time defeated.

Meanwhile one of the professors of the Academy * offered to give instruction gratuitously in one of the schools, in order to test the experiment; and at the quarterly meeting in November, it was voted that the experiment be tried in the Hawes Grammar School in South Boston. Instruction was accordingly commenced there in the autumn of the same year. And

* The now venerable Dr. Lowell Mason.

the next year the school committee, well satisfied with the result, were prepared to dispose of the subject finally by the introduction of music as one of the regular exercises of the public schools. This they did by their vote of August 28th, 1838, which is as follows:—

Resolved, That the Committee on Music be instructed to contract with a teacher of vocal music in the several Public Schools of the city.

Resolved, That the instruction in vocal music shall commence whenever the Sub-Committees respectively shall determine, and shall be carried into effect under the following regulations: 1st. Not more than two hours in the week shall be devoted to this exercise. 2d. The instruction shall be given at stated and fixed times throughout the city, and, until otherwise ordered, in accordance with the following schedule (here follow the hours fixed for the exercise in the several schools). 3d. During the time the school is under the instruction of the teacher of vocal music, the discipline of the school shall continue under the charge of the regular master or masters, who shall be present while the instruction is given, and shall organize the scholars for that purpose in such arrangements as the teacher in music may desire.

This vote of the School Committee of Boston, say the Academy of Music in their report of July, 1839, may be regarded as the *magna charta* of musical education in this country. The department was given in charge of Mr. Lowell Mason, under whose able supervision this important measure was forthwith carried into effect.

In August, 1846, it was decided to make of the Grammar Schools two divisions, each of which in the

department of Musical Instruction should have its own supervisor.

In February, 1848, the Rev. Charles Brooks, as chairman of the music committee, presented a report recommending certain changes in the musical instruction, made necessary by the abandonment at that time of the double-headed system, so called, in our Grammar School plan, and the substitution of the system requiring *one* master at the head of each school in its stead. He proposed that thereafter instruction in music be given in each department of those schools where the departments have a separate and independent organization; that the superintendents of such department be requested to give instruction in music to all the female teachers of those Grammar Schools which are now under their care, and also to all the teachers of the Primary Schools who might choose to attend. These recommendations were, after considerable discussion and with some modification, adopted by the Board. At this time also, as on several occasions previously, efforts were made for the introduction of music into the Primary Schools, but without success.

In the year 1849, the plan of electing a Superintendent or Superintendents of musical instruction by the School Board was discontinued, and the subcommittees of the several Grammar Schools were instructed to procure a teacher of music for the schools under their charge.

Nothing further appears to have been done in this direction till February, 1857, when a committee was

appointed to take into consideration anew the subject of music in the Public Schools, and report what action, if any, would be expedient. A report was shortly submitted by this committee, which, with its requisite orders, was almost unanimously accepted and adopted. These orders, as passed with their amendments and revisions, may be found in the code of Rules and Regulations for 1858.

Under the operation of the plan then determined upon, teachers of music were assigned to the several schools. The teaching was mainly confined, however, to the two upper classes of the Grammar Schools, the lower grades of that department, as well as the Primary Schools, although included in the letter of the School Regulations, receiving practically but little if any attention. Pianos were placed in each Grammar School by the music teachers, at their own risk and expense, and such text-books were permitted to be used as the teachers of music might prefer, subject only to the approval of the Standing Committee.

In the report of the Committee on Music for 1860, several important considerations were suggested to the Board. It was recommended that henceforth especial effort be made by the music teachers in the Girls' High and Normal School to qualify the pupils of that institution to instruct in music themselves; that the teachers of the Primary and the lower classes of the Grammar Schools be reminded of their duty, under the Rules and Regulations, to give instruction in music to the several classes under their charge, and the importance that such instruction

shall commence with the lowest classes of the Primary schools was emphatically dwelt upon. "Indeed," says that report, "the Primary school is, of all others, the place where instruction in music, if we would ever expect it to attain to anything like a satisfactory result as a part of our common school instruction, ought to begin. The child of five or six years can easily be taught the first rudiments of music, and a few plain principles in the management of the voice. More than this, a very great proportion of them can be taught, not only to sing by rote, but to understand somewhat of musical notation, so as to perform respectably the singing of the scale and the reading of simple music by note."

The desirableness—in addition to, but by no means in place of, the printed charts and the blackboard—of some comprehensive and appropriate manual of music, in three parts, adapted for Primary, Grammar and Normal School instruction, was suggested. It was urged, moreover, that the requirements of this department of study in the Girls' High and Normal School be enlarged so as to include (to some extent) the mathematics of music, and some knowledge of harmony and the laws of musical composition; and that music should be recognized in the English, High and Latin Schools, so far, at any rate, as to require in the curriculum of their academic studies some attention to thorough-bass and counterpoint.

It was recommended that pianos of the best construction be purchased and possessed by the city, and kept constantly in tune. The Article in the

Rules and Regulations requiring the pupils to be examined in music and receive credits for proficiency in that, in common with the other branches taught, and the propriety of strictly enforcing this rule, was brought to the notice of the Board. The importance of attention to physical training, to the proper position of the body while singing, and the careful study and practice of vocalization as an art, was urged. "Only the introduction and general operation in the schools of some plan of thorough, systematic physical training," says the report, "can be supposed to afford a remedy for existing evils. Under the influence of such system, if early adopted and carried up through the lower and intermediate classes,—especially if to this were added some instruction in the art of correct vocalization, and the proper management of the voice,—greater strength, a more resonant tone, purer intonation, exacter annunciation, precision, ease, fluency of delivery, everything that is improving to the singing voice, would finally result." The Committee conclude that report by suggesting the propriety of such alteration of the existing provisions for instruction in music as shall provide for the appointment of an acknowledged head to that department, with a sufficient corps of assistants to enable him to cover the whole field of operations,—such head teacher or Director of Music in the Public Schools, as he might be properly called, to exercise (subject, of course, to the control of the Standing Committee) a similar care and responsibility over the whole musical department of our educational

system to that now exercised by the master over the schools in the district under his charge. "The tendency of such organization would be, in the estimation of your Committee, the more thoroughly to systematize this branch of popular instruction, and to carry order and uniformity, method, unity of purpose and exactness of results into its operation, which is in music, in the very nature of things, most difficult, as it is most desirable, to obtain."

It was not until July, 1864, that a special instructor in music was provided for the Primary Schools. And only during the last year has the further step been taken of providing a special instructor for the lower classes of the Grammar Schools, hitherto left without proper and systematic provision to that effect.

At the present time, then, a systematic and progressive course of musical instruction is given to all the pupils of the public schools in the city of Boston (except the boys of the Latin and English High Schools), commencing with the children of five or six years of age, when they first enter the Primary school-room, and ending with the highest class of the pupils of the Girls' High and Normal School, who are themselves preparing to become teachers in their turn.

Our space will not permit us to more than briefly allude, by way of a summary, to some of the principal steps in the progress of musical instruction in our schools in the last few years. These are, mainly, the establishment of this study on a firm, equable basis, in the Primary Schools, under the supervision

of a special instructor; the institution of a similar supervision over the lower grades of the grammar classes; the progressive continuation of such instruction and supervision through the upper classes of the Grammar department, and the requirement as part of the course of instruction in the High School system, that the pupils shall themselves be thoroughly qualified to teach in their turn. An important point has also been made by the establishment of classes for normal instruction in music among the teachers of all the schools. A definitely arranged programme of the course of instruction, so far as the Primary Schools are concerned, has been adopted and printed among the Rules and Regulations, and a similar programme is in progress for the classes of the other departments of our school system. Measures have been taken, by the careful and extensive examination and collection of material here and in Europe, for the construction of a proper manual of musical instruction, adapted especially for public school use, which when complete shall be recognized and adopted as the uniform text-books of the schools. Pianos, the best of their kind, have been placed in all the High and Grammar School-houses, and, to a considerable extent, in the properly graded groups of the Primary Schools; which pianos are required to be kept in order and in tune, and to be used as *aids* to, not as substitutes for, musical instruction.* A

* Recently, by direction of the Music Committee, these instruments have been brought to the new "Normal Diapason" of the French.

combination of vocal and physical training and strictly musical tuition has been devised for the younger pupils. A stated and definite time has been fixed for musical instruction by the regular teachers on each and every day in the Primary and the lower divisions of the Grammar department; by reason of all which, and the kindly co-operation of music instructors, masters and teachers of every grade, it is believed that a considerable degree of progress has already been made in the right direction in this interesting and important element of our common school education.

As we have seen, then, under the votes of this Board, music is now taught in the several classes of all the grades of our Public Schools. The existing Rules and Regulations of the School Committee in regard to this subject are as follows, viz: —

SECT. 2, CHAP. I., provides for the annual appointment of a standing Committee on Music, to consist of seven members.

SECT. 8, CHAP. IV., defines the duties of the Committee on Music in language as follows: "The Committee on Music shall exercise a general supervision in all the schools over that department of instruction; they shall appoint and nominate to the Board for confirmation teachers of music in the schools; they shall examine the pupils in this branch, and shall report as to its condition to the Board in writing at the quarterly meetings in March and September."

SECT. 9, CHAP. XV., requires that in the Girls' High and Normal School "such instruction in music shall be given to all the pupils as may qualify them to teach vocal music in the Public Schools."

SECT. 10, CHAP. XII., requires that in the Grammar Schools "vocal music shall be taught by the music teacher in the first and

second classes two half hours each week, and by the assistant teachers in the third and fourth classes, fifteen minutes each forenoon; and it shall be in all respects regarded as one of the regular studies of the schools." SECT. 5, CHAP. IX., also requires that "the afternoon session shall close with appropriate singing."

SECT. 10, CHAP. XI., requires that in the Primary Schools, "ten minutes in each session shall be devoted by the teachers to instruction in music; and such further time in each school as the Committee on Music and the District Committee may deem expedient." In SECT. 8, CHAP. XI., it is likewise required that singing shall form part of the opening and closing exercises of every session of the Primary Schools.

SECT. 16, CHAP. X., provides that in the Evening Schools "a teacher of music may be employed, at the discretion of the Standing Committee, with a salary of two dollars for each evening's services."

SECT. 35, CHAP. IX., requires that "an annual exhibition of the acquirements of the pupils of the Public Schools in music shall be held under the direction of the Committee on Music, on the Wednesday preceding the close of the spring term."

SECT. 2, CHAP. V., specifies the salaries of the various teachers of Music.

The programme of musical instruction in the Primary Schools may be found under Section 10, Chapter XI., of the Rules and Regulations.

In the High School Department, instruction in music is at present given only in the Girls' High and Normal School and the Highlands High School. It is hoped that the Board may see fit soon to extend this instruction to the English High and the Latin School. The music in this grade of schools is under the care of Mr. Julius Eichberg. The increase in the number of pupils in the Girls' High and Normal School has required more time on the part of the

music teacher than formerly. Eight hours in each week are now devoted to such instruction. The school is divided for this purpose into four divisions, of about one hundred and sixteen pupils each, and the divisions receive their music lessons successively between the hours of nine and one o'clock on Wednesdays and Saturdays.

The Highlands High School is divided for the purpose of musical instruction into two divisions, which receive their lessons between the hours of nine, and ten and one half o'clock, on Mondays and Thursdays of each week.

In regard to the details of instruction in his department, Mr. Eichberg reports as follows: —

“The musical instruction given by me in the Girls’ High and Normal School, during the last quarter, is embraced in the following programme:

JUNIOR CLASS.

1. Musical dictation of non-modulating phrases, with occasional accidents.
2. Practice of exercises in the major and minor mode, the latter principally.
3. Practice in part singing.

MIDDLE CLASS.

1. Practice of Mendelssohn’s Psalm “Ye Sons of Israel,” and Psalm XXIII. by Schubert, “The Lord is my Shepherd.”
2. Reading at sight.
3. Dictation of modulating phrases.

SENIOR CLASS.

1. Practice of Psalm "Ye Sons of Israel," by Mendelssohn.
2. Vocalization.
3. Dictation in keys with flat and sharp.

"In the middle and senior classes in the Highlands High School we have been practising musical dictation and the theory of scales, most thoroughly, as also part-singing.

"It gives me pleasure not only to testify to the zeal and interest these schools take in the study of music, but also to acknowledge the readiness of Messrs. Hunt and Weston, head masters of the schools, to aid me so far as it is in their power."

In the Grammar Department, musical instruction is given in all the classes of the schools, twenty-nine in number. The instruction in the upper classes is in charge of Mr. J. B. Sharland, assisted by Mr. H. W. Alexander. The time of the music lessons for these classes is set forth in the following table:—

Programme of the times for musical instruction in the First and Second Classes of Grammar Schools.

			March.	April.	May.	June.	July.	August.
Adams . . .	Friday . . .	A. M.	9	9	8	8	8	VACATION.
Bigelow . . .	Monday . . .	A. M.	10	10	9	9	9	
Bowditch . .	Monday . . .	P. M.	3	3	3	3	3	
Boylston . . .	Monday . . .	P. M.	2	2	2	2	2	
Bowdoin . . .	Wednesday .	A. M.	11	11	10	10	10	
Brimmer . . .	Saturday . .	A. M.	11	11	10	10	10	
Chapman . . .	Thursday . .	A. M.	11	11	10	10	10	
Comins	Wednesday .	A. M.	9	9	8	8	8	
Dearborn . .	Wednesday .	A. M.	11	11	10	10	10	
Dudley	Tuesday . . .	P. M.	2	2	2	2	2	
Dwight	Tuesday . . .	P. M.	3	3	3	3	3	
Elliot	Thursday . .	P. M.	3	3	3	3	3	
Everett	Tuesday . . .	P. M.	2	2	2	2	2	
Franklin . . .	Saturday . . .	A. M.	9	9	8	8	8	
Hancock . . .	Thursday . .	P. M.	2	2	2	2	2	
Lawrence . . .	Tuesday . . .	A. M.	11.10	11.10	10.10	10.10	10.10	
Lewis	Saturday . .	A. M.	10.45	10.45	9.45	9.45	9.45	
Lincoln	Monday . . .	A. M.	9	9	8	8	8	
Lyman	Friday	A. M.	9	9	8	8	8	
Mayhew	Wednesday .	A. M.	9	9	8	8	8	
Norcross . . .	Monday . . .	A. M.	11.10	11.10	10.10	10.10	10.10	
Phillips	Friday	P. M.	2	2	2	2	2	
Frescott	Thursday . .	A. M.	9	9	8	8	8	
Quincy	Tuesday . . .	A. M.	10	10	9	9	9	
Rice	Saturday . .	A. M.	10	10	9	9	9	
Washington . .	Friday	P. M.	3	3	3	3	3	
Wells	Friday	P. M.	2	2	2	2	2	
Winthrop . . .	Tuesday . . .	A. M.	9	9	8	8	8	

In the report of Mr. Sharland to the committee, he speaks as follows:—

"At the time of my appointment, five years ago, music was not taught at all below the third class. The masters did not, as a whole, take much interest in the musical instruction. Three music teachers were then employed in the upper classes, and three different music-books were used. A step towards improvement was the introduction of a small book called the "Happy Hour," which was got up to meet temporary requirements. Next came the order for the introduction of music cards, with a still better class of music; next the "Hullah System" (now in use) was adopted, which is still serving a good purpose. Following this came the order introducing physical culture into the schools, thereby assisting in development of the voice. The masters soon found that music and physical training improved the reading and discipline of their classes. I do not believe that there is a single master at the present time who would vote to dispense with musical instruction. The schools under my charge are in good condition as to music. In addition to a knowledge of the musical characters, the pupils are now taught musical theory up to the point where it touches harmony."

Mr. Sharland closes his report by giving a table showing the material and comparative standing (in the classes, under his charge) of each school, in music. All the masters *but two* are reported as being "interested" in the musical instruction. The two exceptions are mentioned as being "somewhat interested." The great majority of assistants in these classes are likewise represented as being interested in this part of their work.

In the classes above designated, in both the High and Grammar departments, the music teachers devote their time, *personally*, to the instruction of the pupils. In the lower grades of the Grammar and in all the classes of the Primary department it is the duty of the music teacher to teach *with the aid and mainly through the agency of the regular teachers*, a specified time being set apart for daily instruction in music in these classes. Of course it could not be expected, in so large a field of operations, that the special music teacher should give his personal attention to each and every class. His duty is supervisory rather. He visits all the schools in their turn, and it is his endeavor to distribute his attentions judiciously and impartially, to aid and direct the regular teacher by his counsel and advice, and, when necessary, enforce his instructions by a personal illustration of his mode of handling the class.

As we have said, it is only within the past year that such special supervision has been extended over the lower grades of the Grammar department. This supervision is under the care of Mr. H. E. Holt, whose times for visitation may be learned from the following table:—

Programme for Supervision in Music in the Lower Classes in the Grammar Schools.

		Oct.	Nov.	Dec.	Jan.	Feb.	March.	April.	May.	June.	July.
Adams . . .	Monday, A.M.	11	8	6	3-31	28	28	26	23	20	18
Bigelow . . .	Tuesday, A.M.	5	2-30	28	25	22	22	16	17	14	12
Bowditch . .	Wed'day, A.M.	13	10	8	5	2	2-30	27	25	22	
Bowdoin . .	Wed'day, A.M.	27	24	22	19	16	16	13	11	8	6
Boylston . .	Monday, P.M.	4	1-29	27	24	24	21	18	16	13	11
Brimmer . .	Tuesday, P.M.	26	23	21	18	15	15	12	10	7	
Chapman . .	Monday, A.M.	18	15	13	10	7	7	4	2-30	27	
Comins . . .	Thursday, A.M.	21	18	16	13	10	10	7	5	2-30	
Dearborn . .	Thursday, A.M.	7	4	2-30	27	24	24	21	19	16	14
Dudley . . .	Thursday, A.M.	14	11	9	6	3	3-31	28	26	23	
Dwight . . .	Thursday, P.M.	7	4	2-30	27	24	24	21	19	16	14
Ellot	Monday, P.M.	11	8	6	3-31	28	28	25	23	20	18
Everett . . .	Tuesday, P.M.	19	16	14	11	8	8	5	3-31	28	
Franklin . .	Thursday, P.M.	21	18	16	13	10	10	7	5	2-30	
Hancock . . .	Thursday, P.M.	14	11	9	6	3	3-31	28	26	23	
Lawrence . .	Tuesday, A.M.	19	16	14	11	8	8	5	3-31	28	
Lewis	Friday, A.M.	22	19	17	14	11	11	8	6	3	1
Lincoln . . .	Tuesday, A.M.	26	23	21	18	15	15	12	10	7	5
Lyman . . .	Monday, A.M.	4	1-29	27	24	24	21	18	16	13	11
Mayhew . . .	Friday, P.M.	29	26	24	21	18	18	15	13	10	8
Norcross . .	Tuesday, A.M.	12	9	7	4	1	1-29	26	24	21	
Phillips . . .	Friday, P.M.	8	5	3-31	28	26	25	22	20	17	15
Prescott . . .	Monday, A.M.	25	22	20	17	14	14	11	9	6	4
Quincy . . .	Tuesday, P.M.	12	9	7	4	1	1-29	26	24	21	
Rice	Monday, P.M.	25	22	20	17	14	14	11	9	6	4
Shurtleff . .	Friday, A.M.	29	26	24	21	18	18	15	13	10	8
Washington .	Friday, A.M.	8	5	3-31	28	26	25	22	20	17	15
Wells	Saturday, A.M.	16	13	11	8	5	5	2-30	28	25	
Winthrop . .	Monday, P.M.	18	15	13	10	7	7	4	2-30	27	
Francis St. .	Friday, P.M.	22	19	17	14	11	11	8	6	3	1

It may be interesting to state here, that in the short time within which music has been thus regularly

and systematically taught in these classes, according to the report of Mr. Holt, only seven out of the two hundred and fifty-one teachers who have come under his observation have proved themselves unable to do their work satisfactorily. "Of these seven," says Mr. Holt, "three exchange work with other teachers at the time of the music lesson, one employs a teacher from outside to aid her in this part of her work, who is present at the time of my visit to receive my instructions, while in three rooms the work is imperfectly done." "With regard to the progress made in different classes," continues Mr. Holt, "it varies in proportion to the faithfulness of the teacher. I find that teachers who are regarded as superior in other branches obtain the best results in music. And many of my best teachers are among those who had no idea that they could do anything in music when we commenced. . . . I visit each of the two hundred and fifty-one teachers with their classes once in every four weeks; in this way I am able to help every teacher over any difficulty she may encounter, and to shape my instruction to the wants of each class."

This is certainly a very encouraging view of this hitherto barren field of effort.

In the Primary department, instruction in music is given in a similar manner to that employed in the lower grades of the Grammar schools. The pupils are younger, the field of operations much more extended, and the labor of supervision is proportionately greater. The musical instruction in this department is in the hands of Mr. Luther W. Mason. Subjoined

is his table for the visitation of the schools under his charge:—

Programme for visiting the Primary Schools of the several Districts, from Nov. 1869 to Aug. 1870.

		Nov.	Dec.	Jan.	Feb.	Mar.	April.	May.	June.	July.
Adams . .	Monday, P.M.	1-29	27	24	21	21	18	16	13	4
Bigelow . .	Tuesday, A.M.	16	14	11	8	8	5	3-31	28	19
Bowditch .	Thursday, P.M.	4	2-30	27	24	24	21	19	16	7
Bowdoin .	Friday, A.M.	26	24	21	18	18	15	13	10	22
Boylston .	Thursday, A.M.	4	2-30	27	24	24	21	19	16	7
Brimmer .	Tuesday, A.M.	9	7	4	1	1-29	26	24	21	12
Chapman .	Monday, A.M.	1-29	27	24	21	21	18	16	13	4
Comins . .	Friday, A.M.	19	17	14	11	11	8	6	3	15
Dearborn .	Friday, A.M.	12	10	7	4	4	1-29	27	24	8
Dwight . .	Friday, P.M.	5	3-31	28	25	25	22	20	17	1
Elliot . . .	Thursday, A.M.	11	9	6	3	3-31	28	26	23	14
Everett . .	Friday, P.M.	19	17	14	11	11	8	6	3	15
Franklin .	Monday, P.M.	8	6	3-31	28	28	25	23	20	11
Hancock .	Tuesday, A.M.	23	21	18	15	15	12	10	7	26
Lawrence .	Tuesday, P.M.	2-30	28	25	22	22	19	17	14	5
Lewis . .	Monday, A.M.	8	6	3-31	28	28	25	23	20	11
Lincoln . .	Tuesday, A.M.	2-30	28	25	22	22	19	17	14	
Lyman . .	Monday, P.M.	15	13	10	7	7	4	2-30	27	18
Mayhew .	Thursday, A.M.	25	23	20	17	17	14	12	9	28
Norcross .	Tuesday, P.M.	16	14	11	8	8	5	3-31	28	19
Phillips . .	Friday, P.M.	12	10	7	4	4	1-29	27	24	8
Prescott .	Monday, A.M.	15	13	10	7	7	4	2-30	27	18
Quincy . .	Thursday, P.M.	18	16	13	10	10	7	5	2-30	21
Rice . . .	Monday, P.M.	22	20	17	14	14	11	9	6	25
Shurtleff .	Monday, A.M.	22	20	17	14	14	11	9	6	25
Washington	Friday, A.M.	5	3-31	28	25	25	22	20	17	1
Wells . . .	Friday, P.M.	26	24	21	18	18	15	13	10	22
Winthrop .	Tuesday, P.M.	9	7	4	1	1-29	26	24	21	12

Wednesday and Saturday to be employed in visiting remote districts.

We give likewise the times set apart by Mr. Mason for Normal instruction to the teachers, as follows:

Programme for meeting the Teachers of the Primary and Intermediate Schools.

DISTRICTS.		PLACE AND TIME OF MEETING.					
			Mar.	April.	May.	June.	July.
Division A.	Adams, Chapman, Lyman, Prescott.	At the Lyman School-house. Monday, 4½ P. M.	15 29	12 28	10 24	7 21	5 19
Division B.	Bigelow, Lawrence, Lincoln, Norcross.	At the Norcross School-house. Tuesday, 4½ P. M.	16 30	13 27	11 25	8 22	6 20
Division C.	Ellot, Hancock.	At the Hancock School-house. Thursday, 4½ P. M.	11 25	8 22	6 20	3 17	1 15 29
Division D.	Bowdoin, Mayhew, Phillips, Wells.	At the Phillips School-house. Friday, 4½ P. M.	12 26	9 23	7 21	4 18	2 16 30
Division E.	Everett, Dwight, Franklin, Rice.	At the Franklin School-house. Monday, 4½ P. M.	22	5 19	3 17 31	14 28	12 26
Division F.	Brimmer, Winthrop.	At the Winthrop School-house. Tuesday, 4½ P. M.	23	6 20	4 18	1 15 29	13 27
Division G.	Bowditch, Boylston, Quincy.	At the Bowditch School-house. Thursday, 4½ P. M.	18	1 15 29	13 27	10 24	8 22
Division H.	Comins, Dearborn, Lewis, Washington.	At the Washington School-house. Friday, 4½ P. M.	19	2 16 30	14 28	11 25	9 23

The following is taken from Mr. Mason's report to the Committee in reference to the operation of the department under his care during the last six months. "The teachers are working up to the programme better than at any previous time. The success of the regular teachers in carrying on the musical instruction depends more upon their *will* than upon any want of ability. The meetings of the teachers for Normal instruction, in accordance with the table above given, during the last half of the last school year were very beneficial. Without these meetings I could not have secured that uniformity of instruction and of practice which is so desirable."

The musical instruction in the evening schools has not yet had time to attain to any marked results.

In conclusion your Committee beg to say, that the near approach of the large accession of schools by the annexation of Dorchester to the city leads them to defer, until such plan is consummated, any recommendations they may have to make in regard to the advancement and perfection of the plan of musical instruction further than to ask for the passage of the following *Orders*:—

1. *Ordered*, That the Committee on Rules and Regulations be instructed to report such amendments of the Rules as will make then conform to the action of the Board in regard to instruction in music in all the departments of the schools.

2. *Ordered*, That examinations for promotion shall henceforth include an examination of the pupils' proficiency in *Music* as well as in the other branches of study pursued in the schools.

ANNUAL MUSICAL EXHIBITION.

The second Regular Musical Exhibition of the Public Schools of the city of Boston took place under the direction of the Standing Committee on Music, in the Music Hall, on Wednesday, May 19, 1869, in accordance with the requirements of the Rules and Regulations of the School Committee.

On the morning of that day, the pupils of the Primary Schools, to the number of one thousand, occupied the chorus seats on the vast platform, for the first time in the history of the Boston Schools. These pupils, ranging in age from five to eight years, were selected from the Primary Schools in various parts of the city. They were conducted to the Hall, without accident or harm, under the guidance of their teachers, and marshalled upon the stage with the order and discipline of veterans. The exercises began punctually at the hour announced, under the conductorship of Mr. Mason, and occupied just an hour and fifteen minutes in their performance. The following admirable programme was given:—

I. OVERTURE, "*Zampa*" (Orchestra).

II. SCHOOL SONGS. — (a) Song of Praise, — *H. G. Nageli*. 1773
— 1836.

Oh, praise the Lord ! he loves to hear you singing ;
In sweet accord, loud let His praise be ringing.
Oh, praise the Lord ! oh, praise the Lord !

We're heard afar, in God's most holy dwelling,
 So loud and clear our voices now are swelling;
 We're heard afar! we're heard afar!

Our voices raise, with joy and gladness singing;
 And cheerful praise, oh, let us all be bringing!
 Our voices raise! our voices raise!

(b) The Child's Angel. — *C. G. Glaser*. 1784 — 1829.

Through every land there goeth an angel quietly;
 No human eye can see him, yet he can all things see.
 Though heaven is that angel's home,
 To earth our Father bids him come.

From house to house he roameth, and when, with joy, he finds
 A good child with his parents, he to that child inclines.
 Then cheerfully he dwelleth there,
 And to that child is ever near.

And with that child he joineth in all his little play;
 He helps him learn his lesson, and helps him to obey;
 He keeps him in a happy mood,
 Beloved by all, and always good.

Oh, friendly angel, guide me unto those children blest,
 With whom thou ever dwellest in work, and play, and rest!
 Oh, I would ever love to be
 With those good children and with thee.

(c) Praise of Singing. — *J. A. Hiller*. 1728 — 1804.

Children all, with cheerfulness let your songs be ringing;
 Music all your lives will bless; therefore still be singing.
 Singing smooths the rugged way through this vale of sorrow;
 Singing cheers the darkest day, brings the brightest morrow.

When good humor flies away, then come care and sadness;
 Quickly sing a cheerful lay, all will soon be gladness.
 Music cheers the darkest hour, peace and comfort bringing;
 What the dew is to the flower, to the soul is singing.

Sing the larks in yonder sky, sing the birds at even,
 Swallows from the house-top cry, — all give thanks to Heaven.
 Forest, field, and meadow, too, with their songs are ringing;
 Wherefore, children, should not you evermore be singing?

III. { CUCKOO GALLOP (Orchestra), — *Jos. Gungl*.
 { PHYSICAL EXERCISES BY THE CHILDREN.

IV. A RECREATION FOR THE CHILDREN. — 1. Children's Christmas-eve Song.

Santa-Claus is on the way, bringing many a treasure;
 Drum, and fife, and sword, — all new!
 Rifle, shot, and powder, too,
 And a flag, — red, white, and blue, —
 Would afford me pleasure.

Bring us, O, good Santa-Claus, don't forget to bring us,
 Musketeer and grenadier, lion, tiger, wolf, and deer,
 Horse and parrot, chanticleer, —
 Pretty things do bring us.

But thou knowest all our thoughts, knowest all our longings;
 Children, father, and mamma, even good old grandpapa,
 Every one I heard and saw,
 All wait for thy coming.

2. Romberg's Child's Symphony, (Orchestra).

3. Semi-Chorus and Chorus, — "What say all?"

Semi-Chorus. What song doth the cricket sing?
 What news doth the swallow bring?
 What doth laughing childhood tell?
 What calls out the marriage bell?

Chorus. What say all? Love and mirth, in the air and in the earth,
 Very, very soft and merry is the natural song of earth.

Semi-Chorus. Mark the morn when first she springs
Upward on her golden wings !
Hark the soaring, soaring lark,
And the echoing chorus, hark !

Chorus. What say all? etc.

Semi-Chorus. With the leaves the apples wrestle ;
In the grass the daisies nestle ;
And the sun smiles on the wall ;
Tell us what's the cause of all.

Chorus. What say all? etc.

Semi-Chorus. Is it mirth? Then why will man
Spoil the sweet song all he can ?
Bid him rather aye rejoice,
With a kind and merry voice.

Chorus. Bid him sing, love and mirth, etc.

The result of this exhibition afforded great gratification to the vast audience which crowded the auditorium of the Hall, and was a satisfying evidence of the vitality of this branch of instruction in our Primary Schools.

The exhibition of the musical department of the High and Grammar Schools was held, as usual, at the hour of 4 P.M. on the same day; on which occasion the following programme was performed:—

I. ORGAN VOLUNTARY,—*Mr. J. B. Sharland.*

II. OVERTURE,—“*Leonore*” (Orchestra),—*Beethoven.*

III. CHORAL,—“A strong castle is our Lord,”—*Martin Luther.*

IV. CHORUS,—“Now the twilight softly stealing,” in three parts,—*Mercadante.*

V. GLEE,—“So merrily over the ocean spray,”—*Brinley Richards.**Soprano and Alto Solo by the Pupils of the High and Normal Schools.*VI. LULLABY,—for muted voices,—*J. Eichberg.**Soprano Solo by the Pupils of the High and Normal Schools.*

VOCAL AND PHYSICAL EXERCISES UNDER THE DIRECTION OF MR.

L. B. MONROE.

VII. OVERTURE,—“William Tell” (Orchestra),—*Rossini.*VIII. 23^D PSALM,—In four parts,—*F. Schubert.**By Pupils of the Girls' High and Normal Schools.*

The Lord is my shepherd : I shall not want. He maketh me to lie down in green pastures : he leadeth me beside the still waters. He restoreth my soul : he leadeth me in the paths of righteousness for his name's sake. Yea, though I walk through the valley of the shadow of death, I will fear no evil, for thou art with me ; thy rod and thy staff, they comfort me. Thou preparest a table before me in presence of mine enemies : thou anointest my head with oil ; my cup runneth over. Surely goodness and mercy shall follow me all the days of my life : I will dwell in the house of the Lord for evermore.

IX. CHORUS,—“Sweet Convent Bells,”—*Benedict.**Alto Solo by the Pupils of the Girls' High and Normal Schools.*X. THE WOOD-THRUSH,—*Halton.**Solo by the High Schools.*XI. WAKE, GENTLE ZEPHYR,—Full Chorus,—*Rossini.*

XII. THE OLD HUNDREDTH PSALM,—Sung in unison.

The audience were requested to rise and join in singing the last verse.

From all that dwell beneath the skies
Let the Creator's praise arise ;
Let the Redeemer's name be sung
Through every land, by every tongue.

Eternal are thy mercies, Lord :
Eternal truth attends thy word :
Thy praise shall sound from shore to shore,
Till suns shall rise and set no more.

The chorus on this latter occasion, as in former years, consisted of about twelve hundred pupils selected from the Girls' High and Normal, and the Grammar Schools, and was accompanied by the organ and a full orchestra. Mr. Eichberg conducted; Mr. Sharland presided at the great organ. A marked and beautiful feature of these performances was the exhibition of vocal and physical exercises given by the pupils under the direction of Mr. L. B. Monroe, the director of that department of instruction in the Public Schools. It is the unanimous verdict of good judges that never before was such proficiency displayed by the pupils in music, and never had so much enjoyment been afforded to the vast multitude of our citizens who were present as listeners.

Another interesting event in the musical history of the last school year was the participation of the pupils in the great National Peace Festival which took place in the Coliseum, in June.

At a meeting of the School Board, held on the 13th of April, 1869, a communication was received

from the Executive Committee of the National Peace Jubilee Association, addressed to his Honor the Mayor, as chairman of the Board of School Committee of Boston, asking "that the children of the Public Schools, to the number of twenty thousand, be permitted to take part in the vocal exercises of the programme for the first day." This communication was referred to the Committee on Music, with instructions to consider and report upon the safety and feasibility of complying with the request. At the next meeting of the Board, held on the 11th of May following, this Committee reported as follows: That after considering the question in all its bearings, it was, in their opinion, safe and practicable for the schools of Boston to give a choral performance during the week of the festival and in the building specified, but only under the following conditions and restrictions, viz.: —

1. That the number of choristers be limited to the pupils of the High and the first and second classes of the Grammar Schools.
2. That the selection of the programme and of the conductor of such musical exercises of the schools be left with the Standing Committee on Music, acting under the general direction and authority of this Board.
3. That on the day set apart for such performance the pupils of the Boston Schools shall form a separate and distinct choir by themselves. And lastly, that such performance be not allowed to take place on the first day of the Festival. The report was unanimously accepted, and its suggestions adopted by the Board.

On a careful investigation, it appeared that the total number of pupils belonging to the schools and

classes in question, was at that time about sixty-five hundred. Of this number, after deducting those (among the boys) whose voices were passing through the mutation period, and others who, from various causes of disability, were unable to join the chorus, there remained very nearly six thousand available choristers.

The following table shows the organization of the chorus for this occasion, with the number of pupils from each school, and the parts which they sang.

GIRLS.		BOYS.		GIRLS.
1st Soprano.		Alto.	Alto.	2d Soprano.
Lincoln 140	Lincoln 75	Adams 100	Comins..... 200	
Lewis..... 81	Phillips..... 118	Brimmer 130	Dearborn.... 200	
Wells 225	Ellot 150	Lawrence ... 110	Dudley 180	
Chapman 135	Bigelow 96	Quincy 110	Prescott..... 130	
Adams 130	Mayhew..... 139	Rice 116	Lyman 76	
Bowdoin 175	Lyman 58	Boylston 120	Franklin 225	
Winthrop ... 266	Prescott..... 115	Chapman.... 100	Everett 225	
Hancock 256	Comins..... 100	Washington . 82	Bigelow..... 150	
Bowditch ... 208	Dearborn.... 85	Lewis 68	Norcross 250	
High Schools. 250	Dwight 75	Dwight 75	High Schools. 250	
Total..... 1866	Total..... 1011	Total..... 1011	Total..... 1886	

RECAPITULATION.

1st Soprano (Girls)	1,866
2d Soprano (Girls)	1,886
Alto (Boys)	2,022
Total	5,774

Much care was taken by the Music Committee to provide against possible accidents, and to minister to the comfort and convenience of the pupils thus intrusted to their charge. Arrangements were made with the city railroad companies to transport the pupils from the more distant points on the days of the rehearsal and public performance. Permission was obtained from the authorities of the Institute of Technology and the Natural History Society for the pupils to rendezvous on the spacious grounds of those institutions prior to the hour of the performance. The State military authorities readily promised to furnish tents for the use of the pupils. An abundance of cool water was provided, physicians supplied with restoratives and other proper appliances were detailed to give assistance, in case of illness from exhaustion or other cause, and every arrangement for the safety and comfort of the pupils was made which forethought and prudence could suggest. The schools were organized for the occasion in three grand divisions, corresponding to the parts to be represented in the chorus. These divisions were further divided and subdivided into smaller bodies, each with its recognized leader. The whole was placed under the general charge of Mr. Philbrick, the Superintendent of Schools.

The following masters were appointed to act as marshals in the several capacities named below:—

To have the charge and conduct of—

The first Soprano Division . Mr. G. R. Marble.

The second Soprano Division .	Mr. R. C. Metcalf.
The Alto Division . . .	Mr. C. Goodwin Clark.
The Orchestra	Mr. L. Dunton.
The Transportation of Pupils .	Mr. James F. Blackington.
The Supply of Water . . .	Mr. L. M. Chase.

The masters, sub-masters and ushers not named above, as principals, were detailed to act as their assistants. In addition to the above, from the girls' and mixed schools, one female teacher for every sixty girls in the choir was present to assist. The teachers acting as marshals, both male and female, were seated with the pupils on the stage, at the ends of slips.

These plans, however, were not permitted to be fully carried into effect. The horse-railroad companies found it impossible to furnish transportation for more than half the number of pupils to be conveyed. The police force could not promise to protect the columns as they crossed the public street from the place of rendezvous to the Coliseum. The accommodations within the building were not sufficient to allow of a rendezvous there; and the only alternative was for the schools to enter at once, in the order of their arrival, pass to their seats upon the stage, and await the hour for the public performance to begin. This they did with commendable good order and decorum. Time for only a single rehearsal in the Coliseum could be had; this took place on the day preceding the public performance, and was conducted as best it could be amid the clatter of hammers and saws, and the multitudinous sounds of a great army of auditors.

The programme was in the main features the same as that performed at the annual musical exhibition in May; the exceptions being the fine old choral of Martin Luther,—“*ein feste burg ist unser Gott*,”—the Russian Hymn, and our own national anthem, “Hail Columbia,” which were sung in unison by the children with grand and impressive effect. Rossini’s Overture to William Tell and the Coronation March, from “*Le Prophète*,” by Meyerbeer, were admirably performed by an orchestra of about four hundred and fifty instruments. The choruses were likewise accompanied by the orchestra and a powerful organ. The whole was under the conductorship of Mr. Eichberg. Mr. Sharland presided at the organ. Madame Parepa Rosa, Miss Adelaide Phillips and Ole Bull lent their distinguished powers to the other attractions of the occasion.

In testimony of the day’s performance, as a whole, and of its importance and significance from an educational point of view, as well as to show the estimation in which our system of popular musical instruction and the music teachers themselves are held by impartial judges, we quote from Mr. Henry F. Watson and Mr. J. S. Dwight, who are acknowledged authorities in musical taste and criticism.

“The fifth and last day of the Festival,” says Mr. Watson, of New York, in his “Art Journ a of July 10, 1869, “was signalized by the singing of the children of the Public Schools. The force of singers by no means reached the number announced but some six or seven thousand children were present

and it was truly a luxury to listen to their young, pure, fresh voices. . . . We do not propose to go through the programme in detail, but will state simply that the exhibition of the children reflected the highest credit upon the system of instruction pursued in the Boston Public Schools and upon the teachers employed. The ground work, by far the most difficult and responsible department, for it involves the rudiments and the first steps in sight singing, is imparted by Mr. L. W. Mason, who seems to have a genius, a special gift of conveying knowledge to children of the tenderest age. His system cannot be written; it is purely oral, and owes its chief power and efficacy to the magnetism of the man and the countless illustrations and familiar similes by which he elucidates his principles. We have seen his work, and can bear testimony to his entire devotion and faithfulness, and to his wonderful teaching capacity. The pupils pass from Mr. Mason to Mr. J. B. Sharland, who instructs in the Grammar Schools.* Here their theoretical knowledge is enlarged, their vocal culture more closely overlooked, and their style formed and refined; and we assert positively that the largest portion of these children, when they leave school, are better readers of music than half the singers who form our musical societies. Mr. Sharland is a most able and faithful instructor, as the performance of to-day will

* Mr. Watson was not, at this time, aware of the recent appointment of Mr. Holt, to the classes intermediate between those of Mr. Mason and Mr. Sharland, and of his admirable method of teaching.

fully illustrate, and to him we give the high honor which is justly his due. Mr. Eichberg, than whom none is more competent, directs their public performance; and his strictness, combined with gentleness, endears him to all the pupils, and thus enables him, from their willingness, to produce those fine shades of effect which won our admiration during the performance of to-day. Mr. Lewis B. Monroe, the teacher of elocution, has few if any equals in the country, and is an important coadjutor in the work of musical instruction in each department of the Public Schools. His system of physical training, in connection with the proper production of the voice, is of an importance that can hardly be overestimated. It was a triumph to all the teachers, and Boston is fortunate in possessing gentlemen so thoroughly competent to fulfil the difficult duties imposed upon them."

Mr. Dwight, in the "Journal of Music" of July 3d, 1869, closes his account of the Festival in the following words: "It was on Saturday morning, the school children's day, that we were touched and made to *feel* for once. The charming scene, the innocent, pure spirit of the whole, the fresh, sweet, silvery voices of the six thousand children, admirably true and blended in three-part song and unison, their own expressions of delight, their waving of handkerchiefs and silvery shouts of applause, the kaleidoscopic unity of movement in their physical and vocal gymnastic exercises, all combined to make an exquisite impression. It was good to be there. It meant much for the future and for culture. It was unique, a side

of the festival entirely by itself; the most genuine and sincere of all, and, in many respects, the most interesting. And when the exercises came to measured breathing, then to the first utterance of a pure tone, swelling and dying away with the most beautiful *crescendo* and *diminuendo* that we ever heard, and finally to the blended tones of the Trichord, purity itself, like the white ray of 'holy light' divided by the prism, we were fain to call that just the most exquisite moment of the whole week's Festival. And, after such an illustration as the whole Jubilee had given of the musical resources of our people, was it not worth the while to see the nursery where the seeds thereof are sown?"

This exhibition was as fair a criterion of the musical proficiency of the classes engaged as could well be given,—embracing, as it did, *all* the pupils of these grades who were not physically disabled from taking part. Nor was much time given to preparation. The single rehearsal above alluded to, and the occupation of the usual hour for the music lessons, for a few weeks previously, being all the time that was especially devoted to the prescribed schedule.

Respectfully submitted,

J. BAXTER UPHAM,
JOHN P. ORDWAY,
F. H. UNDERWOOD,
ROBERT C. WATERSTON,
W. H. CUDWORTH,
CHARLES L. FLINT,
GEORGE MORRILL,

Committee on Music.

REPORTS
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS,

For the Year ending September, 1869.

EIGHTEENTH

SEMI-ANNUAL REPORT.

To the School Committee of Boston:

GENTLEMEN, — In conformity with the requirements of your regulations, I respectfully submit the following as my Thirtieth Report, the Eighteenth of the semi-annual series.

During the past half-year, I have made from three hundred and fifty to four hundred visits to the schools. The increase in the number of teachers, and the increase of the territory of the city, taken together, make the labor of a circuit of visits to all the schools about twice as great as it was when I first came into office. Other calls upon my time of various descriptions, have increased in about the same proportion. I have continued to keep a record of the names and qualifications of applicants for situations as teachers, and have co-operated with members of the Committee as I have had opportunity, in securing the services of competent instructors to fill the vacancies as they have occurred. Once in each month, the masters of the Grammar Schools meet at this office, on my invitation, for the purpose of discussing methods of instruction and management, and of considering various matters of business pertaining to the dis-

charge of their duties. These meetings have been interesting and useful. They enable each master to profit by the experience of all his associates, and give the Superintendent an opportunity to communicate his views concerning the working, the excellences and defects of the schools under their charge.

Several meetings of the Primary teachers of the Highlands have been held by me, at the hall of the Highlands High School. These meetings were attended by several members of the Committee, and by the masters of that section of the city. In the school districts of the Highlands, five meetings of the Primary teachers have been held, at which I have been present. The arrangements were very judiciously made by the masters of the respective districts. Pupils of the upper classes were present, and their proficiency in reading, spelling, writing and singing was tested by their own teachers, and by members of the Committee and the Superintendent. Professor Monroe, and Mr. Mason, the director of music in the Primary Schools, gave lessons illustrating the best methods of teaching in their respective departments. The masters and teachers deserve special commendation for the enterprising spirit which they manifested in these meetings. The truuant officers meet me at my office on the first Monday of each month, for the purpose of consultation on matters connected with the duties of their office. The compilation of all the statistics of the schools has, for several years, been made by me. The time occupied in preparing and superintending the printing of

special and regular reports is very considerable. With the closest application I find it impossible to do all that I desire to do.

The following is the general summary of the attendance of pupils in all the schools, during the half-year ending February 28, 1870: —

Grades.	Average Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.
High Schools.....	1,148	1,104	39	96.1
Grammar Schools.....	18,029	17,031	998	94.3
Primary Schools.....	14,730	13,455	1,275	90.9
Licensed Minors.....	92	80	11	86.0
Totals.....	33,994	31,670	2,323	

In the High Schools, the increase during the year has been 18; in the Grammar Schools, 738; and in the Primary Schools, 49. The aggregate increase has been 897.

PRIMARY SCHOOLS.

The whole number of Primary Schools is 309. The average whole number of pupils belonging during the last half-year, was 7,971 boys, and 6,759 girls; total, 14,730. The average daily attendance was 13,455, and the average daily absence was 1,275. The per cent. of attendance was 90.9. The number belonging February 28, was 14,803, of whom 8,644 were between five and eight years of age, and 6,159 over eight years.

There has been a steady progress in these schools. The attendance has been quite satisfactory. In most cases, they are sufficiently well graded. One hundred and eighty-seven schools have one class, seventy-four have two, thirty-one have three, four have four, six have five, and eight have six.

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools, March 1869, and the average number of promotions to each school in the respective districts:

DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.
Adams	8	86	10.7	Lewis	8	34	4.2
Bigelow ...	14	119	8.5	Lincoln	14	105	7.7
Bowditch...	11	61	5.5	Lyman	7	60	8.5
Bowdoin ...	9	58	6.4	Mayhew....	10	66	6.6
Boylston....	13	70	5.3	Norcross ...	11	108	9.8
Brimmer ...	13	92	7.1	Phillips	8	41	5.1
Chapman...	10	65	6.5	Prescott....	9	67	7.4
Comins.....	21	144	6.8	Quincy	12	88	7.3
Dearborn...	15	59	3.9	Rice	9	77	8.5
Dwight	6	45	7.5	Wash'ton } & Dudley }	12	64	5.3
Elliot	15	130	8.6	Wells	12	80	6.6
Everett.....	10	96	8.6	Winthrop...	11	82	7.4
Franklin...	9	85	9.4	Training....	8	23	7.6
Hancock....	19	187	7.2	Totals.....	309	2,170	7.0
Lawrence ..	10	38	3.8				

The following table shows the average number of Primary pupils in each district, and the *average number of pupils to a school, or teacher, during the last half year*: —

DISTRICTS.	No. of Schools.	Whole Number	No. to a School.	DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.
Adams.....	8	426	53.2	Lewis	8	338	42.2
Bigelow ...	14	718	51.2	Lincoln.....	14	696	49.7
Bowditch ..	11	470	42.7	Lyman	7	335	51.2
Bowdoin ...	9	406	45.1	Mayhew	10	429	42.9
Boylston ..	13	452	34.7	Norcross ...	11	576	52.3
Brimmer ...	13	525	40.3	Phillips	8	317	39.6
Chapman...	10	476	47.6	Prescott.....	9	440	48.8
Comins	21	1,117	53.1	Quincy	12	508	42.3
Dearborn...	15	767	51.1	Rice	9	457	50.7
Dwight	6	272	45.3	Wash'ton } & Dudley }	12	627	52.2
Eliot	15	732	48.8	Wells	12	557	46.4
Everett	10	507	50.7	Winthrop ..	11	435	39.5
Franklin	9	496	55.1	Training....	3	128	42.6
Hancock	19	1,001	52.6	Totals.....	309	14,730	47.6 av.
Lawrence ..	10	496	49.6				

Spelling. — For many years our Primary Schools suffered for want of a suitable spelling-book. The book in use ought to have been entitled “A Contrivance to Hinder Children from Learning to Spell.” The introduction of the speller now in use, which took place about three years ago, lifted a great bur-

den from the teachers and pupils, and prepared the way for a more rational mode of teaching spelling. Ever since there has been a constant progress in this branch; still, there are many teachers who might manage it to much better advantage than they now do, and therefore I propose to present a few suggestions as to methods of teaching spelling, which have been derived from my observations in visiting these schools.

And first, a *definite lesson should be assigned*, and the pupils should be particularly informed as to how they will be required to recite. If the lesson is from the reading-book, the particular words to be studied should be designated, or only a short passage should be given out, if every word is to be studied. It is not best to give young children several pages, with the direction, "study the difficult words," for they do not know how to select the right words to study; and not being able to study all the words to any purpose, they are apt to become discouraged, and give up trying.

The *lesson should be read* before it is studied for spelling, whether from spelling-book or the reader. There are various methods of conducting this exercise. No one method should be practised to the exclusion of all others. The mode of proceeding should be varied, in order to keep up the interest of the pupils, and to adapt the exercise to their age and advancement. By reading the spelling lesson, I mean spelling by looking on the words, instead of spelling from memory.

The following are some of the ways of varying this exercise: —

1. Each word is pronounced by the teacher, then pronounced *and read* in concert by the class. In practising this method, great care is necessary to avoid a sing-song tone. To prevent this disagreeable tone, a slight pause must be made after the pronunciation of the name of each letter. The sing-song tone is a fault never to be allowed under any circumstances; no really skilful teacher *ever does* permit it.

2. Each word is pronounced in order by the teacher, pronounced in concert by the class, and then read *in turn*; that is, after the first word has been pronounced by the teacher and class, it is read by the first pupil, the second pupil reading the second word after it has been pronounced by the teacher and class, and so on.

3. The teacher first pronounces each word, and then the pupils pronounce and read individually in turn, after the teacher.

4. The teacher pronounces a word, and then calls upon the pupils at random, to pronounce and read.

5. The words are pronounced and read in turn by the pupils, without depending upon the teacher for the first pronunciation. If a child hesitates in pronouncing his word, or mispronounces it, any one in the class may prompt or correct him. The exercise is thus made a sort of a game, a contest, each pupil being stimulated to try to pronounce his word promptly and correctly, and at the same time to be

ready to pronounce any word that may be missed by any other pupil, and thus the capital object of securing the attention of all the members of the class, is to a great extent secured. This exercise will be found very useful in promoting progress in reading,—in training the eye to recognize words by their forms, without regard to connection in the sentence.

6. The pupils may pronounce and read the words alternately; that is, the first pupil pronounces the first word, and the second reads it; the third pronounces the second word, and the fourth pupil reads it; and so on.

7. One pupil may pronounce a word, the next read and pronounce one syllable, the next pupil the second syllable, and then combining it with the preceding syllable, and thus proceeding until the whole word is read, the whole class completing the operation by pronouncing the word.

8. The above mode (No. 7) may be varied by requiring each pupil to take only one letter instead of a syllable.

9. Every word which presents any difficulty or peculiarity of pronunciation, should be *spelled by sounds*. This should be done sometimes in concert, and sometimes individually.

The importance of spelling by writing is now admitted by all intelligent teachers. Some even go so far as to contend that this is the only proper mode of teaching spelling. But there is such a thing as carrying a good method to an injurious extreme. Oral spelling, properly conducted, is very useful, espe-

cially in the primary course of education, and it should have at this stage a pretty large share of time and attention. Still, it is not sufficient of itself to make good practical spellers. Spelling by writing should therefore be taught in connection with oral spelling.

I sometimes find written spelling conducted in an injudicious manner. A long lesson is given out, and the children are directed to copy all the words on their slates. This is in some cases required of children who have never been previously instructed to any considerable extent in *forming the letters*, either in Roman or script characters, and the consequence is that the time which should have been employed in studying the lesson is almost wasted in the task of trying to represent the words by marks which hardly deserve to be called letters.

Oral spelling should precede written. Not that the whole spelling-book should be spelled orally before writing exercises are begun, but each lesson should be learned and spelled orally before it is written, especially in the first steps of instruction. It may be well to assign a portion of each lesson to be copied on the slate; but the amount of writing or printing assigned in this way should be limited. It should be so limited as to leave time enough for *studying* the lesson, besides the task in writing. It should be laid down as a rule, that every word so copied should be done with great care and exactness. From the outset, the habit of writing neatly and accurately should be cultivated. The teacher in a lower grade ought not to permit the indulgence of

any habits which the teacher in a higher grade will need to correct. At first, but a single word should be given to be copied, and the number should be increased only with the increased ability of the pupils to form the letters with accuracy.

Reading. — There is, I believe, no branch taught in these schools in which the progress during two or three years past has been more satisfactory on the whole than in reading. This is true of all the classes, from the sixth, where the first step has to be taken, up to the first, where the pupils receive the finishing touch, preparatory to admission to the Grammar School. The Edgeworths, in their admirable Essay on Practical Education, which was written more than half a century ago, say: "As it is usually managed, it is a dreadful task indeed to learn, and if possible a more dreadful task to teach to read. With the help of counters and coaxing, and gingerbread, or by dint of reiterated pain and terror, the names of the four and twenty letters of the alphabet are, perhaps, in the course of some weeks, firmly fixed in the pupil's memory. So much the worse; all these names will disturb him, if he have common sense, and at every step must stop his progress." They then describe a method of teaching the first steps of reading, by which they think that "nine-tenths of the labor and disgust of learning to read may be saved, and that instead of frowns and tears, the usual harbinger of learning, cheerfulness and smiles may initiate willing pupils in the most difficult of all human attainments."

The method which they recommended is substantially the same as that now practised by most of our Primary teachers. It is what we call the *phonic method*. It consists in teaching the pronunciation of words by means of the sounds of the individual letters and of certain combinations of two or more letters. The *phonic print* invented by Dr. Leigh, is an ingenious contrivance for facilitating the teaching of this method. Leigh's phonic charts and readers have been used in the schools of several districts with marked success. In one school I found extraordinary results produced by a skilful application of the phonic method. I visited the school after it had been under instruction four months; it contained about sixty pupils, whose ages range from five to six years; the whole number did not begin together; they were dropping in during the period of four months. I examined about forty-four of the class, embracing those who had been longest in school. By the programme they were only required to read to the thirtieth page in the First Reader in six months, but so rapid had been their progress, that in four months they could read the *whole book with facility*, and they read too with a proper modulation of voice. They could spell remarkably well both by letter and by sound. The teacher had prepared them for examination in spelling only to the thirtieth page, but I found that they could spell beyond that limit about as well as they did within it. But the most surprising thing these children did was to print a short sentence on their slates from dictation. This is the school re-

ferred to in my last report, from which I had received several compositions, with an anonymous note from the teacher. It is in Paris street, East Boston, and is taught by Miss Elizabeth A. Turner, a graduate of our Training School. She made much use of the blackboard in teaching, and carried out the phonic system very thoroughly, using a system of marks to indicate the sounds of the letters, invented by herself. In beginning with a new class in March, however, she adopted Dr. Leigh's books and charts, as a means of saving some labor. I mention the results of this experiment, not with the intention of advising other teachers to try to advance pupils so fast as to print sentences from dictation, and even write little compositions during the first four months of their schooling, but merely to show what results can be reached by first-rate skill. This teacher does not profess to have any special taste for teaching little children, but finding herself in the lowest grade of a Primary School, she bravely undertook to see what she could do in such a class. And she proved beyond a doubt, that it is not necessarily a "dreadful task," either "to learn or to teach to read"; for the results I have described were not produced by the help of "counters," or "coaxing," or "gingerbread," or "by dint of reiterated pain and terror." Good teaching and good management made the children willing and cheerful and smiling, and very successful. I do not mean by presenting this case to be understood as intimating that every teacher ought to be expected to come up to the same standard. In fact, I am inclined to think

that to write sentences from dictation is quite enough, if not too much to require even of the first class. The programme certainly does not require it, and therefore neither committee-man nor master has the right to *demand* it. But if a teacher can accomplish it without *overworking* her pupils, and chooses to do it, of course no one ought to object. But I refer to this marked example of success as an illustration of what conscientious and intelligent teaching *can* do, and to show that the capacity of the human mind to learn is not to be measured by that of unskilful teachers to teach.

In the upper classes the task of teaching reading is different from what it is in the lowest classes. I have no illustrative case here to describe; but I wish to say that I have witnessed the progress that has been made, with the liveliest satisfaction. I frankly confess that the average results are better than I had expected they would be in my day. The teachers deserve much credit for their success in securing fluency of utterance, distinctness of articulation, correctness of pronunciation, and intelligent expression.

Object Teaching.—The progress in this part of the required course of study is rather slow. The graduates of the Training School have done much more in it than other teachers have, but even these have as yet done much less than could be desired. I am glad to find, however, that some of the masters are beginning to inquire into the proficiency in this branch, and to give their teachers the requisite encouragement and aid in teaching it.

Drawing.— That part of the programme requiring this branch to be taught, is not yet fully carried out. It is generally better attended to in the lower classes than in the upper classes.

Writing is taught better than ever before. In many schools I think it may be pushed a little too far. I prefer to see fair writing and fair drawing, rather than very good writing and very poor drawing. If drawing is attended to in accordance with the requirements of the programme, the eye and hand of the pupils will be so trained that, on passing to the Grammar School, they will be prepared to make rapid progress in writing.

Vocal Music is making good progress. The teachers in the Highlands district deserve special commendation for what they have done in this branch. With little direct assistance from the special teacher in this branch, except what they received at the meetings of teachers held by him at the Girls' High and Normal School Hall, they have well nigh brought their schools, within a year, up to the average standard attained by the schools in the city proper as the result of several years of effort.

Ventilation is very well attended to in most of these schools; but in some cases I find pupils unnecessarily subjected to cold draughts. Young teachers need line upon line on this subject. On entering a school-room the first thing I usually

observe is the condition of the air, and the next is the proximity of children to open windows and hot stoves.

SCHOOLS FOR LICENSED MINORS.

There are two schools kept for licensed newsboys and bootblacks, one in North Margin street and the other in East street place. The newsboys attend during the morning session, and the bootblacks during the afternoon session. The average number belonging to these schools has been 91, and the average attendance 79. These schools have been highly beneficial to the classes of boys for whom they were established. Boys are not permitted to sell papers or black boots in the streets without license, and they are not allowed a license unless they attend the school kept for them, one session each day. At least this is the theory on which these schools are conducted. Practically, however, these conditions are not strictly observed. Boys are sometimes allowed to retain their licenses when they are not regular in attendance at school, and on the other hand boys are allowed to sell papers and black boots without license. But, notwithstanding some laxity in executing the rules provided for licensed minors, the plan of requiring them to attend these special schools is justly entitled to be pronounced a success. The Standing Committee having these schools in charge have managed them with much efficiency and discretion. The teachers whom they appointed are well qualified for the positions which they occupy. And the

truant officers have faithfully co-operated in securing the attendance and good behavior of the pupils. It is quite evident that these schools have already done much to improve the character of the classes of boys who attend them. The conditions on which licenses are granted are set forth in the following

*Rules and Regulations, as amended by the Board of Aldermen,
January 18, 1869.*

Ordered, That all licenses granted to minors for the pursuit of any vocation, or for the sale of any fruits or provisions whatever, live animals, brooms, agricultural implements, fuel, newspapers, books or pamphlets, agricultural products of the United States, the products of his own labor, or any labor of his own family, for which licenses are by law required to be granted by this Board, shall be granted upon the following terms and conditions, which shall be inserted in the certificate, with such other conditions and regulations as this Board may deem expedient, viz :—

1. No minor shall be licensed as a hawker or pedler, or as a bootblack, in this city, except upon application of his parent, guardian, or next friend.

2. Every minor so licensed shall attend some school designated for this purpose by the School Committee, at least two hours each day during the school year.

3. All licenses shall specify the articles to be sold or the business to be pursued, and the licenses issued to bootblacks shall contain the places assigned therefor.

4. Each minor licensed by the Board of Aldermen shall, at all times while engaged in the business for which he is licensed, wear a leather badge upon his hat or cap, with the word "Licensed," and the *Number* of his license in polished letters, fastened thereon; a neglect or refusal so to do will work a forfeiture of said license.

5. No minor so licensed shall sell any articles, or pursue any business for which he may be licensed, at any other place than that mentioned in his license.

6. Minors so licensed shall not congregate together, make any unnecessary noise, or in any other way disturb or annoy persons as they pass.

7. All licenses shall be granted for a definite period, and all licenses which are not for a shorter period shall terminate on the first Monday of January, in each successive year, and all licenses which are not expressed for a shorter period, shall extend to the close of the municipal year.

8. Each minor so licensed shall exhibit his license to any officer of the city for inspection when required so to do, and the same shall not be transferred, exchanged, borrowed or lent, on pain of forfeiture thereof.

9. Stands for the purpose of blacking boots and shoes may be located in such places as shall not interfere with the convenience of the public, and they shall be under the immediate supervision of the Captain of the Police District in which such stand may be located, and the said captain shall be responsible for the good order and discipline of the occupants.

10. Captains of police may designate and establish such number of stands for bootblacks within their several districts as, in their judgment, the public good may require, and not more than one licensed minor shall occupy any such stand; and any such minor who allows idle persons to assemble around him at such stand shall have his permit annulled.

11. The violation of the laws of the State, the ordinances of the city, or the terms and conditions herein prescribed, shall operate as a forfeiture of this license.

EVENING SCHOOLS.

The present school year has been signalized by the establishment of evening schools. The sum of five thousand dollars was appropriated by the City Council to defray their expenses for the current year. The Standing Committee appointed to organize and supervise these schools have devoted much time and

labor to the discharge of the duties which have devolved upon them. As a detailed report of their doings will probably be submitted to the Board by this committee, I shall at this time only refer to them in a general way. The whole number of schools carried on during the winter was nine, — located as follows:—

Chambers Street Chapel.

Warrenton Street Chapel.

Washington Street, No. 847.

Anderson Street.

North Bennet Street.

Gloucester Place Chapel, Drawing School.

South Boston, Lyceum Hall.

Day's Chapel, Highlands.

Gun-house, Highlands.

Whole number of teachers employed was 44; of whom 20 were males, and 24 females.

The whole number of pupils enrolled was 1,566; the average attendance was 544.

The whole amount expended was \$4,216.16.

A good beginning has been made. Modifications of the provisions for these schools will doubtless be made as experience shows them to be needed. In New York, a large evening school of a higher order has been in successful operation for several years. In Gloucester Place Chapel there has been kept an evening school, supported by a charitable organization, in which the higher branches were taught. I have no doubt that an evening school for the higher branches would be well attended.

GRAMMAR SCHOOLS.

The average number of pupils belonging in these schools during the past half-year, has been 18,029; the average attendance, 17,031; and the per cent. of attendance 94.3. The increase in the number belonging for the six months was 420, and the increase in the average attendance was 662. The number of male teachers employed was 57; female, 337; total, 394.

The statistical tables in the supplement to this report, relating to the classification of these schools, deserve the attention of the board. It will be observed that the highest division of the first class is generally small in number. I have no official record of the number in the first division of the respective schools at any former period, but from my recollection of the number in this division in past years, it is quite evident to me that the number has been very considerably reduced. In sixteen of the schools the numbers range from twenty-four to forty; in eight from forty to fifty, and four have upwards of fifty. The Bowdoin School has *fifty-nine* pupils in the first division under the instruction of the master and head-assistant, which is seven more than any other school has in the corresponding division. The average age of the pupils in the different divisions ought to be carefully examined, for age is an important element to be kept in view in the management of a system of education. If we find, as I have found, classes of boys twelve or thirteen years of age who have not

ciphered through the simple rules of arithmetic, we ought to conclude that there is something wrong in the system, or in its management. Finally, the number of divisions in each grade should be observed. The schools differ somewhat in the character of their material, and all ought not to be expected to produce the same results; but, other things being equal, that school deserves the most credit which has the largest percentage of pupils in the upper classes, and the smallest in the lower classes.

Vocal Music.—Instruction in vocal music may now for the first time be said to be thoroughly organized in these schools. The appointment at the beginning of the school year, of Mr. H. S. Alexander as associate instructor with Mr. Sharland in the upper classes, and of Mr. H. E. Holt, to superintend and direct the instruction by the regular teachers in the lower classes, completed the system which the committee on this department have long had in view. The results of this arrangement have thus far been very satisfactory. Mr. Sharland's ability as a teacher of music is well known. Mr. Alexander had already had several years' successful experience as a teacher of the schools in Roxbury, and Mr. Holt is eminently qualified for the work which has been assigned him. The regular teachers in the lower classes are co-operating with him very efficiently, and from present indications it is safe to predict that the plan adopted will be entirely successful.

Vocal and Physical Training.—In the depart-

ment of vocal and physical training, Professor Monroe and his assistant, Professor Sloan, are working with their accustomed efficiency and success. Professor Monroe has given instruction regularly to the pupils in the Girls' High and Normal Schools, in the Highlands High School, and in the Training School. He has also made a series of visits to about half of the Grammar Schools. His classes of teachers have been continued with increasing interest and profit. He meets the masters on Saturday afternoon, the sub-masters and ushers on Monday evening, and a class of assistants on Wednesday afternoon. The attendance of these classes is wholly voluntary; of the twenty-eight masters, one-half have been regular attendants, five have attended with less regularity, while nine have not been present. Of the twenty-six sub-masters and ushers, twenty-three have been regular attendants, and three have not attended. In the class of assistants, twenty-six of the twenty-eight schools have been represented.

Professor Sloan's work for the past half year is reported by himself in a communication to Professor Monroe, as follows:—

“My visits during the months of September and October were confined mainly to the Primary Schools in the Highland Districts; but since the first of November, my visits have been wholly in the following Grammar Schools, viz: Bigelow, Bowditch, Bowdoin, Boylston, Brimmer, Dwight, Eliot, Everett, Franklin, Hancock, Lawrence, Lincoln, Mayhew,

Norcross, Quincy, Rice and Wells; having visited the Boylston, Brimmer, Lawrence, Lincoln, Rice and Quincy a *less* number of times than the others.

“My instructions in the Primary and Grammar Schools in the Highland Districts were wholly of a physical nature, and while I found the school appliances in many of these schools modern and very good, yet in nearly one-half of them there is a want of proper school-chairs and desks. A large majority of the pupils in these schools, so far as I could judge, appeared sprightly and attractive, and the teachers manifested a laudable ambition to make the physical and mental condition of their pupils fully equal to those of the same grade in the older Boston Schools.

“Since the first of January, I have had two classes of Grammar School assistants (in all about ninety) at the ‘Girls’ High and Normal School’ building, on Wednesday and Saturday afternoons, to whom I have given instruction in your exercises and in reading. Twenty-four of the twenty-eight Grammar School districts are already represented in these classes.

“My experience for the past five months has led me to believe that my labors are far more profitable to the pupils in the Grammar than in the Primary Schools. The pupils of the former can better understand, practise and appreciate my instructions than those in the latter; and if I judge rightly, there is an increasing desire on the part of the Grammar School teachers whom I have met, to have your physical and vocal exercises understood and practised by their pupils, preparatory to your conversational style of read-

ing; and the most gratifying feature in my work to me is, that these physical and vocal exercises, together with reading, are not only enjoyed by the pupils and teachers in a high degree, but to my mind, they are having a very healthful and telling effect on the physical, mental and moral well-being of the pupils."

That our schools have been greatly benefited by the instruction of this department, no longer admits of doubt in the minds of intelligent and unprejudiced persons. It is scarcely possible to overrate the value of the improvement in reading which has been produced. If there is now to be found in any school a style of reading which has been justly stigmatized as "stilted," "forced," or "unnatural," it is not found, I apprehend, in those schools whose teachers have most fully availed themselves of the advantages which have been afforded them for learning how to produce something better. The vocal training which has been imparted, besides improving the reading, has done much to contribute to the instruction in vocal music, in all the grades of schools. The physical training has not proved, nor was it expected to prove, a complete antidote for the mischievous effects of high pressure, but it has done much towards remedying the evil. The pupils have improved in sitting, standing, and walking; spines are less curved, shoulders are less rounded, and chests are more expanded. I rejoice in what has been achieved, but I am by no means satisfied with the present attainments in this direction. I frankly confess that I regard all that has been accomplished

only as a good beginning. We must not relax our efforts. We must be satisfied with nothing short of a complete revolution in respect to physical education. To hasten progress in this direction, those teachers who do their duty most satisfactorily in regard to it ought to be recognized and rewarded. Instead of doing this, we commend teachers for the intellectual results of their pupils, regardless of the fatal drafts which may have been made upon their vital powers. Although teachers desire to do what is best for their pupils, they generally feel obliged, to a certain extent, to do what will tell in favor of their rank and reputation. If a plan could be devised whereby the physical condition of their pupils could be marked in the same schedule with their mental attainments, they would at once take a new interest in everything pertaining to their health and physical development, and see a new meaning in the great educational maxim, *mens sana in corpore sano*.

HIGH SCHOOLS.

LATIN SCHOOL.—The average number of pupils belonging during the last half-year was two hundred and sixty-three; and the average attendance was two hundred and fifty-four. These pupils have been taught by one head master, one master, six sub-masters, and one special teacher of French.

The special function of this school, as set forth in the rules and regulations, "is to instruct boys in the Latin and Greek languages, and in all other branches

of study necessary to fit them for admission into colleges of the highest character." And it is doubtful if any other school in the whole country has done so much as this has, to raise the standard of classical instruction. It has aimed to bring its graduates up to a high standard of scholarship rather than to graduate large classes. It may have gone sometimes too far in this direction. And yet a good percentage of its pupils have completed the course of study.

It has been said that the time spent in this school by those boys who do not ultimately go to college is utterly wasted, that the training here imparted is of no use to such pupils as do not subsequently pass through a collegiate course. This is a mistake. If a boy enters at the minimum age, ten years, and continues through the prescribed six years, he gets, in addition to his Latin and Greek, a good elementary education in the English branches, some knowledge of algebra and geometry, and a fair acquaintance with the French language. If it is said that that portion of the time devoted to Latin and Greek is wholly wasted, I reply that the assertion is equivalent to saying that all studies that are not directly applicable in the ordinary business of life are useless, or in other words, that all liberal education is useless.

The instruction in this school throughout all its classes is faithful and thorough; but the results in the classical languages would, I think, be more valuable, if less labor were bestowed upon grammatical drill, and more on translation.

There is one element in the management of this

school by the principal, which might be imitated, it seems to me, with advantage by the principals of other schools. At the end of every month each class is examined orally by the principal *in presence of all the other teachers of the school*, who are required to mark the degrees of merit of each class according to their judgment. The marks are then compared, and the performances of the classes are more or less discussed. In this way the principal is enabled not only to ascertain what has been done by the school, but he can also, in the most effectual way, convey to his teachers his ideas of the best way of handling the classes, and of what to teach and how to teach.

In this school much attention is paid to declamation, and there is a sharp competition for the prizes awarded for excellence in this branch. On "public days" and at the "annual prize declamation," creditable performances are presented. And yet it seems to me that the labors of the teachers in improving the elocution of their pupils would have been rendered more successful if the school had been favored with the instruction of Professor Monroe. This is the only public school in the city which has not received the benefit of his services.

ENGLISH HIGH SCHOOL. — The average number belonging during the past half-year was three hundred and thirty-four, and the average attendance three hundred and twenty-eight. The first class, containing forty-nine pupils, is taught by the head master, assisted by one sub-master; the second class, containing ninety-five pupils, is taught by two masters and

one sub-master; and the third class, containing one hundred and sixty-five members, is taught by five sub-masters. There is one special teacher of French, one special teacher of drawing, and drill master, who is also the military instructor for the Latin school. During the half-year, fifty-one pupils have left. This is a pretty large falling off; and, what is especially to be regretted, the third class has suffered the greatest proportion of the loss. The pupils in this class, on entering, are classified according to the examination for admission, those obtaining the highest percentage being taken to make up the first division; those next in rank being in the next division, and so on. During the first three months of the year, the best boys in the lower divisions are put up into higher divisions, and those who fall to the foot of their respective classes are put down into lower divisions. This plan of changing the places of boys during the first quarter has some advantages, but in other respects, it does not work well. Boys who are promoted to higher divisions may be encouraged, and thus benefited; but those who are put down are apt to be discouraged, or withdraw from the school rather than suffer the humiliation of being degraded. The pupils in lowest division of all are most likely to suffer from the operation of this system, and afford an illustration of the proverb, "Give a dog a bad name and hang him." But this year, I am happy to say, the lowest division is doing remarkably well, and from present indications, it promises to afford a striking illustration of the value of good teaching.

GIRLS' HIGH AND NORMAL SCHOOL.—The average number belonging, including the training department, during the last half-year, was three hundred and sixty-eight, and the average attendance was three hundred and fifty-five. The falling off in number during this period has been only sixteen, a number considerably less than usual. This circumstance is worthy of notice, as indicating judicious management. The pupils in the junior class were this year, for the first time, classified according to their rank in the entering examination. Another important change has been introduced, which seems to promise excellent results. Formerly, the pupils carried along simultaneously all the studies of the year. Now they are limited to three principal studies at one time. When one of these branches is finished, an examination is had upon it, and then it is replaced by another.

The new principal, Mr. Hunt, has entered upon his work with great zeal and energy, and there is good reason to hope that under his management the school will not only sustain its former high reputation, but achieve new triumphs.

The question of the building is at last settled. The edifice designed for its accomodation which has been commenced on Newton street, will be a model school-house. We are assured that it will be pushed to its completion with all reasonable despatch, and we may expect that in the course of a year it will be ready for occupancy.

The training department is doing a valuable work.

Its graduates have already done much to improve the methods of instruction in our Primary schools.

HIGHLANDS HIGH SCHOOL.—The average whole number belonging, during the last half-year, has been one hundred and seventy-seven,—boys fifty-five, and girls one hundred and twenty-two; the average attendance one hundred and sixty-seven,—boys fifty-three, and girls one hundred and fourteen. There has been also in attendance a class of twenty-two ex-seniors, pursuing a course of study with special reference to teaching. This class, and the first class in the regular course, are taught by the principal and one female assistant. The middle class is taught by one female assistant, and the junior is also taught by one female assistant. One special teacher is employed to assist in teaching French in the several classes. There is also a special teacher of drawing, and a teacher of vocal music.

The school is in a very satisfactory condition in all respects. The discipline is mild but firm; the instruction is thorough, and the accommodations are excellent.

INDUSTRIAL EDUCATION.

The instruction in our schools is exclusively intellectual, with a single exception. Plain sewing is taught to the girls in the lower classes of the Grammar schools. This element of instruction was introduced some years ago in the face of strong opposition from those who thought that it would tend to

reduce the standard of scholarship, and thus to some extent defeat the objects of the schools. But no such results have followed. In two of the Grammar schools, however, sewing is dispensed with by special vote of the Board. But I have never been able to discover that the pupils in these classes which are exempted from sewing have been any more proficient in their studies than the pupils who are not exempted. And if they were more advanced, that circumstance would seem to afford no good reason for the exemption, inasmuch as the girls who give an hour or two a week to sewing, get quite as much intellectual drill in the school studies as is good for them.

Many thoughtful and philanthropic persons in the community are beginning to feel that we are concentrating our efforts too exclusively upon intellectual instruction. It is thought that the tendency of the schools is to give the pupils a distaste for manual occupations, that they are too much stimulated to persevere in their school studies by fallacious hopes of obtaining a livelihood in occupations which do not require manual labor. To counteract this tendency and at the same time to supply the existing demand for skilled labor, the project has been suggested of establishing one or more special schools, in which boys and girls might be taught various trades in connection with the ordinary branches of elementary education. How far such schools would be practicable I am not prepared to express an opinion; but I am in favor of adapting all our educational systems and

institutions to the actual wants of the community, and it strikes me that this question of industrial schools is at least worthy of careful investigation. Attention has been called to this subject in various ways. In the last Report of the Industrial Aid Society, the general agent, Mr. Edward Winslow, presents the following remarks :—

“ In the vicinity of Liverpool, there are two industrial schools that are worthy of examination, if not of imitation. One of these schools is located at Sefton, on the Lancashire shore, a few miles from the city. Here eleven hundred and fifty poor children are taught various trades ; and for those destined to become seamen a large model of a ship is placed in the grounds. This school was erected at a cost of £32,000. The other is located at West Derby, on the same shore, and is said to be on a still larger scale. A smaller one, in London, has two branches : one in Regent's Park, for instruction of boys in various trades ; and the other at East Barnet, Herts, for their instruction in agriculture. In this institution there are about one hundred boys. With all our superiority in public schools, we are behind the English in practical education ; and it is to be hoped that our just pride in the former particular will not prevent the adoption of any plan, or any change which tends to a better education, and that will fit children for their future positions in life. It may yet appear that a theoretical and practical education should go on at the same time, and at the same school. Is it not therefore important, in view of the large number of boys and girls growing up without a knowledge of any trade or occupation, — educated, perhaps, to despise the most useful and really respectable callings, — that an experiment should be made, and that we should organize some such system of *practical* education ? It is certain that such a school would supplement the Industrial Aid Society ; for, among the large number of boys who apply for employment, nearly all are eager to learn trades. Letters of inquiry have already been addressed to persons in England, in regard to the organization and support of these schools, and

whether they are adapted to both sexes. An industrial school for girls, especially for training in household duties, seems to be a necessity. Many other occupations and trades have been opened for girls, in which they need instruction; and there is no good reason why they should not fill the highest positions in mechanical employments, and in those where the head is required more than the hand. Much sympathy has been expressed for sempstresses, and dependent women who obtain a scanty subsistence with the needle, or by light work; but had they been fitted for domestic employment or skilled labor, they would find comfortable homes and remunerative wages. The law of supply and demand applies to labor as well as to merchandise. If men and women, for want of training, crowd the market for what is considered easy or genteel employment, of course very few will find it, and then only at a very low rate; but skilled labor is always in demand. Is it not apparent, then, that the best of charities would be one that should train boys and girls mentally and practically for useful positions in life, making them skilful workmen and workwomen, and proud to excel?

“Apart from any considerations of philanthropy, the need of skilled mechanics must have been felt not only by master-mechanics, but by all classes of the community who have had occasion to build, to alter, or repair houses, in the vexation and delay, and often from the unskilled workmanship they have been obliged to put up with. The obstacles to be overcome are the prejudices and poverty of the parents, the jealousy of journeymen, and the expense attending such an education. These obstacles can doubtless be overcome, especially if the community will take an interest in the promotion of such an enterprise.

“The expense at first would no doubt be considerable, and yet it would be true economy in the end; for immense sums are annually expended on courts and judges, prisons and penitentiaries, houses of reformation and correction, police courts and policemen, much of which could be saved by the proper training of the young. For this purpose, we need industrial schools as a part of our school system.”

THE NEW PROGRAMME.

At the last meeting of the Board in December, the new programme for the Grammar Schools, which had been laid on the table at the meeting in September, was taken up and adopted by an overwhelming majority. I regard this as a very decided step of progress; and the strong vote of the Board in its favor, after considering it and hearing all sorts of objections to it for four months, is a circumstance which indicates that it will be likely to have a pretty fair trial. Some of the masters had already begun to direct the instruction in their schools in accordance with its leading provisions, and others put it in operation as soon as it was ordered by the Board. In the majority of the schools, however, its introduction was deferred until after the promotions were made at the close of the half-year in February. Some opposition on the part of the teachers to so great a change was to be expected; but I am happy to say that the opposition, so far as it has come to my knowledge, is more limited than I had anticipated. Of course, it cannot have a fair trial in those schools where the teachers are prejudiced against it. Its legitimate fruits are to be looked for in those schools where the teachers give it a cordial welcome. In schools of this description I have already seen enough of its working to satisfy me that it will produce results better even than I had dared to hope. If it is found that any of its requirements, fairly understood, are too difficult, or unnecessary, or not so good as something else would be,

the Board will no doubt make the requisite modifications. The explanatory manual ordered by the Board is in progress of preparation, and will be issued as soon as it is possible to complete it.

DEFICIENCIES.

While nearly every school has some special excellence deserving commendation, so nearly every school has also some deficiencies, which, with proper attention, might be supplied. This is true of all grades, from the lowest Primary class, to the graduating classes of the High Schools. In one school, drawing is neglected; in another, declamation; in another, composition; in still another, bookkeeping; and so on. This is due, in part, at least, to the want of system and thoroughness in the examinations. Whoever examines a class ought to take the programme as a guide, and ascertain what has been attempted and what has been done in each prescribed branch. The aim should be to overdo no branch, and to neglect no branch. An excess of attention to any one study should not be accepted as an equivalent for a deficiency in another study. Our programmes do not indicate the time to be devoted to the several studies, with one or two exceptions, and therefore it is necessary that those in the immediate charge of the school should exercise a sound discretion in properly distributing the school time so as to do equal justice to all the branches of instruction.

HIGH PRESSURE.

“The school system of New England is at the present moment our glory and our shame. We feel a just pride that among us education is accessible to all, because our public schools are open to the humblest persons. But in our zeal for general instruction, we sometimes forget that a majority of men and women must labor with their hands that the world may not stand still, and that all may not lose by disuse the power to labor. We cannot train all our boys to be statesmen and divines, nor all our girls to be authors and lecturers, or even teachers. We ought not, therefore, to drive them into the false position of expecting to attain by extraordinary effort a place which neither nature or circumstances have made possible. Many unfortunate children have been ruined for life, in body and mind, by being stimulated with various inducements to make exertions beyond their age and mental capacity. A feeble frame and a nervous temperament are the two sure consequences of a brain overworked in childhood. Slow progress, rather than rapid growth, tends to establish vigor, health and happiness.” These are the words of an eminent authority, both in education and in medical science. They are from the pen of Dr. Jacob Bigelow.

During the past ten years this subject has received much attention, but it has not received all the attention it has needed. There are still too many overworked pupils in our schools. We graduate too

many pupils with feeble frames and nervous temperaments, and too few having a sound mind in a sound body.

A former member of the School Committee, writing in the Boston "Medical Journal," says: "The City Fathers exhibit the school children as their 'jewels'; for ourselves, however, when we go to the annual festival, and see the long lines of wan and puny specimens of humanity file up to take the hand of His Honor the Mayor, our pride is excited less than our commiseration."

It is true that this evil is not now so general or so grave as it was some years ago. The school sessions have been shortened, the vacations have been lengthened, home tasks have been restricted, and in respect to girls in our Grammar Schools, prohibited altogether; the school accommodations have been improved, and physical exercises have been made obligatory in all the schools. These provisions, which have been from time to time adopted by the School Board, have diminished the evil of excessive attention to school lessons, but they have not cured it. To complete the reform which has been begun, further agitation of the subject is needed. The regulations of the schools in respect to this matter are wise, and would perhaps be sufficient for the accomplishment of the object in view, if they were strictly obeyed. But they are not obeyed. They are openly or covertly violated every day. Not, however, by all teachers. There are teachers who conscientiously observe the rules relating to this matter, and there is

little occasion to complain of high pressure in their schools. Those who disregard the rules, excuse themselves on a plea of necessity. They say that home tasks, contrary to the rules, are necessary in order to secure the requisite standard of scholarship. But this defence will not bear examination. Before it can be accepted as valid, it must be proved that the illegal tasks are not imposed for the purpose of securing results which are demanded only to gratify the ambition of the teacher to outstrip his associates, and also that they are not imposed, in part at least, as a substitute for skill in teaching. And, moreover, it must be shown that on a fair and thorough trial of obedience to the rules, with a judicious distribution of the work to be done in all the grades, evil consequences have been experienced.

It is made the duty of the Superintendent to see that the regulations of the Board in regard to the schools are carried into full effect. But he is not armed with any power to carry into effect the regulations in question. He can do no more than report their violation, as I now do in this case; and in so reporting, I am fully aware that I only state what is already well known to every member of the committee.

I regard the adoption of the new programme as another most important measure for the prevention of cramming and high pressure. I know there are teachers who honestly think that it imposes additional burdens, but I am fully confident that if it is taught according to its true spirit and meaning, it will greatly relieve both teachers and the pupils from useless

drudgery. It may require on the part of some teachers the exercise of more true teaching skill than they have been accustomed to. To such teachers it will probably be not very welcome at first; but when they shall have overcome the difficulties resulting from the habit of routine lesson-hearing, they will be thankful for their emancipation from the hard bondage under which they formerly labored. And then there may be some truly skilful and progressive teachers, who regard the programme as requiring too much, owing to a too high estimate of the standard required. The explanatory manual which has been ordered by the Board, and which I hope soon to print, will, I trust, correct errors of this description, and prove beyond a doubt that the programme is a remedy for high-pressure, and not an aggravation of the evil.

PESTALOZZIANISM.

In my eleventh Semi-Annual Report, I gave at some length, my views of object-teaching, considered from a practical standpoint. I did not undertake to discuss the theory of technical object-teaching, as developed by Pestalozzi, and as now taught in the training-schools which have recently been established at Oswego and elsewhere, of which our own is a type. I felt that our teaching was too formal; that it was too much confined to routine text-book memorizing, and that there was need of more conversational instruction; that school-training should not be limited to the recitation of words committed to mem-

ory from the pages of the book, but that it should also cultivate the observing powers of the pupils, and awaken their curiosity, and lead them to the formation of the habit of examining, comparing, and analyzing the objects around them, and the phenomena of the natural world. Without accepting as truth all the dicta of the modern disciples of Pestalozzi, I looked with favor upon their labors and efforts as a means of correcting the formalism which prevails in the schools of the present day, although not without the suspicion that object-teaching itself might become a very unprofitable formalism. True progress consists in appropriating the good elements of all systems, and rejecting their errors. "Of all the many-sided subjects," says Mr. Mill, "education is the one which has the greatest number of sides." Hence it requires to be considered by various minds and from a variety of points of view. It is for the practical educator, guided by the light of reason and observation, to judge between the conflicting opinions which are offered them as vital educational truths. To reject altogether the claims of object-teaching, or to accept without discrimination all the maxims and methods of its advocates, would be equally unwise. I do not propose at this time to go into the discussion of this subject, but to present an extended extract from the recent report of the Superintendent of St. Louis Public Schools, W. T. Harris, Esq., who has ably analyzed the pedagogical principles of the system. His aim seems to be to treat the subject not as an advocate, nor as an opponent, but as a philosophical critic, seeking to unfold its true character.

“Two ideas have hitherto prevailed with reference to education. One side thinks that it should be a cramming process, or, at best, a nourishing one. ‘Facts,’ says Mr. Gradgrind, ‘are what we want.’ Under this system, the pupil is made to amass particulars *ad infinitum*. This is merely a training of the sensuous element of the mind, for particulars are presented to us through the senses.

“The second form lays stress upon the word *discipline*. It has the notion that man is muscle generally, and hence that the mind grows by gymnastic training suited to it. Unfortunately for this side, it seizes the whole matter formally or abstractedly, and hence the mind is disciplined by studying things not valuable in themselves. It therefore degenerates to the same stage as the previous one. For, since it is considered a matter of indifference *what* one studies, and the *manner* is thought the only thing of importance, it forms the habit of studying those very particulars, amassing lumber-yards and stone-quarries of atomic facts. Thus it happens that the cultivation of *attention* is the good sought.

“But a person may confine his attention to the Egyptian hieroglyphs, or the habits of turtles and beetles, and acquire a wonderful power of attention, and thus, according to this view, have discipline of mind. Or again, this may take the form of memorizing etymological trash from the lumber-room of antiquity, until a reaction takes place, and the other side asserts itself, and says again ‘We want immediate objects.’

“Thus it is in our own time, that we see the so-called ‘object-lesson’ system arise in opposition to the discipline system in vogue.

“‘Let us know what is.’ ‘Let us learn from the object itself, and not manipulate words.’ The learner should see, hear and feel for himself, say these new lights in the educational world. How plausible all this is, and how legitimate, too, in its sphere, — its *narrow* sphere! But how subversive of all education when it is made *the whole scope*. For we can see, hear, and feel only immediate objects. No object that possesses universality can be thus seized, and here all the ultimate results of science must be ignored by that system, if it would be consistent. Can we present to the senses a single necessary truth? Can God, freedom and immortality be thus cognized? These require rather the profound reflection of the soul into itself. The mind must rather arise out of the senses and the external; the inward light must shine so that by its mild radiance the eternal verities may become visible.

“In fact, the object-lesson system, as enunciated by its advocates, completely inverts the relation of the knower to the known; instead of giving the mind tools to subdue and dissolve the external fact with, it tells us rather that the external fact is the true already, by which we must mould the mind. Thus, instead of teaching knowing to be a process by which we dissolve the external and unknown into the internal and known, we should rather be taught the opposite by such a system. Therefore, that system

is perforce obliged to ignore at every step its fundamental presupposition, and do the opposite of what it preaches.

“There is no more instructive lesson in pedagogy than the history of Pestalozzi. In it we can trace the three stages of object-teaching, and see where it ends, and what good it achieves. Let him who will do this, consult the writings of Carl Von Raumer, himself a pupil of Pestalozzi.

“Pestalozzi lived in the time when Europe was done to death with formalism, and the time was preparing slowly and surely to burn up in one vast conflagration all these worn-out costumes in which empty pretension still strutted about and seemed to direct. The French Revolution and the Napoleonic thirty years' war were at hand. Rosseau had lifted up his voice and proclaimed Nature. Let us all go back to a state of nature, and free ourselves from these irksome constraints that society has imposed upon us. Chateaubriand in his *Atala* paints for us the blessed life of nature led by the North American Indians; and Pestalozzi sets out to reform pedagogy on this plan. ‘Let us teach *real objects*,’ says he, ‘and eschew the learning of names and artificial distinctions.’ He took for granted that the immediately perceived existence is the true. But language is more correct; if the abiding is the true, then the name ‘*horse*’ is truer than any individual horse, for it has outlasted a thousand generations of individuals, and has proved itself to stand for the *genus* or species and not for the mere individual. The species lives,

but the individual dies. No one could defend the immortality of man except on the ground that in the thinking being, the individual and the *genus* are identical. The immediate objects of the senses are continually changing, but the *kind*, the *species*, or *genus* abides, and to this the name applies. And hence it was a matter of course that Pestalozzi went, straightway after his tirade *against* names, and used names to a superfluity. Such was the case. He found that he could not fix anything until he named it, and hence his whole teaching became a teaching of names right away. 'See this hole in the wall,' shouted Pestalozzi; and his pupils screamed, 'I see this hole in the wall.' 'See this *long* hole in the wall.' 'I see this long hole in the wall,' etc., etc. So the object got named, and its properties got joined to it one by one.

"Then Pestalozzi after much experience began to see that if he went on taking the real world just as it presented itself, he might fritter away all the time in a department that had not the remotest relation to man's true interests, and hence he began to *select* certain spheres of objects, and thus admitted a new contradiction. Attention is now confined to special objects, and, of course, the others are to be expressly ignored. If you give your attention to this special object, you must perforce neglect the thousand other constantly recurring objects that pass before the senses.

"But now Pestalozzi came upon a rock upon which his system foundered. For when one sets out to

determine what objects are important for man to examine and select in preference to all others, he has got the whole problem of life before him, and cannot solve it by object-lessons at all. Pestalozzi, however, went bravely to work to get an exhaustive classification. He systematized and tabulated, but it was all in vain; he needed a system of philosophy to give him the comprehensive views required for classification, and hence could arrive at nothing fixed, or free from contradiction. And what was worse than all, he found his system becoming identical with the previous educational ideas. For he had to have books to contain those long tabular lists, and they never could be used without study, and study, too, of names almost exclusively! And thus the experience was made, that all education drifts into the same channel, and amounts at last to the teaching of the conventionalities of intelligence, — tools of thought.

“Pestalozzi began with the intention to elevate the natural over the spiritual, to dissolve the subject into the object rather than the contrary. He virtually inverted his theory, and ‘builded wiser than he knew.’

I would not be understood as denying all positive results to Pestalozzianism. After the system of teaching grows formal for many years, and finally the school becomes a machine, producing nearly lifeless products, so that the diploma is only a label certifying to the fineness of the flour, after the extreme is reached, suddenly from the opposite side there commences a reaction which more or less resembles

Pestalozzianism. It starts out with the laudable intention of arousing the mind to self-activity. The method has been named the 'waking up' system. Its advocates sometimes claim that Pestalozzi revolutionized education by initiating the 'method of giving the thing before the *name*.' This is rather a thoughtless assertion; for if a teacher were to give no names at all, he would be reduced to pantomime or dumb show; he would act charades. A little attention to the practice of such teachers will convince one that they commence like all other teachers, with very general names at first, and gradually draw the attention to more and more specific properties (by names); they define the object more closely, and name it, thus proceeding from the vague and general to the specific, using a visible and tangible object simply to confine the attention.

"The startling object arouses the attention only while it is new; so soon as it becomes familiar, it becomes monotonous. Thus Pestalozzi found his pupils continually falling into mere parrot-like repetition or imitation. Habit is death to free, spontaneous action, but it is also the form that all subordinate action must take. The life of spirit must be indicated by its spontaneity manifesting itself on continually higher planes, like the plant which continually transcends its last year's growth, and leaves it to become mere dead wood, while the sap circulates in a new growth of leaves and saplings. Whatever thought conquers becomes in a measure reduced to the habitual, and it exercises its powers to the extent

of their first activity thereon. The proposition in geometry that required the full exertion of all the strength of attention to master it, once mastered, can be re-thought with comparatively little exertion. This statement regarding habit holds good in all spheres, excepting only that of pure thought, which requires always the complete activity of the thinker, as Aristotle long ago remarked.

“Neither the formal method, which lays all its stress on discipline, — indifferent to the objects taken up in the course of study, — nor the objective method, which aims to cultivate chiefly the faculty of apprehension, commonly assuming the sensuous origin of all knowledge, — neither of these can be regarded as complete for the true system. The ‘conventionalities of intelligence’ must necessarily form the content of education. The ‘what’ one studies is as important as the ‘how’ he studies it. To get the mastery of those ‘theoretical tools,’ before spoken of, is the main object. To free oneself from the thralldom of the senses, and arrive at clear reflection and comprehensive reasoning, is the desideratum; hence the teaching which starts with sensuous objects will do best when it elevates its pupils soonest above the need of such aids to secure attention.

“Thus the true method of pedagogy should be that which holds firmly to the course of study that takes up in order the ‘conventionalities of intelligence.’ The acquirement of myriads of facts relative to the growth of coffee, tea, cinnamon, or the manufacture of silk, iron, glass, cotton cloth, etc., etc., is a poor

substitute for the culture derived by devoting the same time to the fundamental studies in their regular sequence.

“The fundamental studies — the basis of education — undoubtedly must begin thus: I. Reading, Writing, Arithmetic, Geography, Grammar and History; II. Algebra and Geometry; the study of Latin, German or French, Natural Philosophy (physics), these come next.

“Afterwards special sciences — such as Chemistry, Physiology, Botany, Astronomy, the higher Mathematics, Greek, Literature, mental and moral Philosophy, *Æsthetics*.

“All the time that the pupil can command in school should be devoted to the mastering of this general course, rather than to special arts. The superiority of one generally cultivated, over one who has omitted any of these three stages, is unquestioned. The time devoted to Algebra would be better spent than it devoted to studying the mechanism of a steam engine. A knowledge of Greek would be better than a knowledge of book-keeping, important though the latter may be. . . .

“The immense progress of the natural sciences enlist so much the popular favor, that there is a strong effort made to supplant some of the studies mentioned — Greek and Latin, for example — by those sciences. The merely empirical stage of natural science had reached its highest development, and scientific men are now everywhere beginning to be occupied with a higher phase involved in the ‘correlation of forces.’

They are entering the stage of reflection. There is therefore no longer any danger to be apprehended from a too predominating influence of physical science over the 'humanities.'"

PROMOTIONS.

In our Primary Schools the pupils are promoted by classes. At the end of each half-year, the first class is transferred to the Grammar Schools, and the five lower classes are simultaneously moved up by grade. A new sixth class is then made up by the admission of beginners. In thus making promotions by classes, it is not understood that every pupil in the class goes up as a matter of course. There will be a few exceptional cases. On the one hand a pupil may be kept back and made to go over the course of a class a second time, and on the other hand a pupil may be allowed to "jump" a class. The condition of promotion is understood to be ability on the part of the pupil to sustain an examination on the studies prescribed for the class from which promotion is to be made. It is not required that a pupil should come up to the maximum standard of scholarship before he is promoted. If he is found to have made a fair proficiency, he is not to be kept back. In other words, a pass examination and not a competitive examination is the test of qualifications for promotion. In point of fact, the classes in these schools, excepting the first, are not always, and perhaps not generally, examined with reference to promotion. If

unqualified pupils are sent up, the teacher who receives them is quick to detect and report the deficiency. On the whole the plan of classification and promotion in these schools seems to work well. The same may be said of the mode of conducting promotions in the High Schools, where the pupils are transferred from one grade to another in classes, the course of such class occupying a whole year, the highest class going out and a new class coming in each year. With a few rare exceptions, the pupil who completes the course in one of our High Schools, graduates in the class with which he enters. If a child of the proper age enters the Primary School at the right time, the chances are fifty to one that if his health is good, and his attendance is regular, he will get through the course and enter a Grammar School in three years. And so if a pupil enters one of the High Schools, and continues in the faithful performance of his duties, he can calculate with almost absolute certainty how long he will be in completing the course.

But if a pupil enters the lowest class of a Grammar School at a given time, it is impossible to predict with any certainty at what stage in the course he will be found at any subsequent time, or when he will complete the course. At least such has been the case under the operation of the old programme of studies. This uncertainty as to the movement of the pupils through the Grammar School course, has been owing in part to the indefiniteness of the programme, which had no well-defined stages or requirements, and

in part to the manner in which the promotions have been made. The pupils are not advanced by classes as they are in the Primary and High Schools. No attempt is made to preserve the identity of the classes. Under the old regime the Grammar Schools have nominally consisted of four classes, but in point of fact they have generally had as many distinct classes as they have had divisions. By "division" is meant here the scholars in one room under the instruction, of one teacher. The number of divisions in the different schools ranges from six to twenty. In some of the smaller schools some of the divisions would be subdivided into two distinct classes, while in some of the largest schools there would be two or more divisions of the lowest grades, pursuing substantially the same studies and constituting one class. The usual course of the masters has been to divide up the whole course of study into as many parts as there are divisions or teachers in the school, and assign to each teacher one of these sections of the course to teach, so that a pupil in going regularly through the course would pass successively through all the divisions. If the pupils could be advanced by divisions, once in six months, this plan would work very well in schools containing ten or twelve divisions. But this is not what is done. Pupils are graduated from the highest division only at the end of each school year, while they are received into the lowest divisions from the Primary Schools at the end of each half-year. This arrangement, in respect to admission and graduation, necessarily complicates the business of promotion,

and yet it is an arrangement which in other relations seems to be desirable. At the end of the first half of the school year it is found that most of the divisions have been more or less reduced in number by the withdrawal of pupils who are not to go through the course. The best scholars from the lower divisions are brought up to fill the seats thus vacated, and in this way room is made in the very lowest divisions for the accommodations of the recruits from the Primary Schools. At the end of the school year the first division is graduated, and again the other divisions are decimated by withdrawals, and hence the promotion is more general than it was at the middle of the year, and whole divisions go forward, but their identity is not preserved, a portion of each division usually being "jumped" over one or two divisions. The highest division would be made up of the best scholars in the second division, with some of the best from the third division; the second, of the residuum which was left after drafting the best for the first and the residuum of the third, with perhaps the elite of the fourth, who are "jumped" over the third, and so on down, through all the divisions. Now by recollecting that the teacher in each room has a certain fixed portion of the programme to teach, and generally insists upon having all the pupils in the division treated as one class, and taught the same thing, one is prepared to see wherein the mode of classifying and promoting the pupils of the Grammar Schools has worked to their disadvantage. At every promotion a very large proportion of the pupils fall

into one of two opposite categories, both of which are undesirable. In the first place, on the one hand, some, after having spent six months or a year in a certain division going over a limited section of the prescribed studies, are obliged to remain in the same division and begin back and go over the same track, in connection with new recruits from the lower divisions to whom the ground is new, while their companions have gone on with higher divisions. In the second place, on the other hand, some are jumped over one or more divisions, and thus leaving behind them a portion of the programme on which they are not taught at all, and being required to do extra work to catch up with the more advanced division in which they are placed. And besides these two objectionable situations, there is a third which is disadvantageous; it is that of the pupils who do not skip any portion of the programme, but who must take advanced lessons with the pupils who have already had six months' drilling in the same stage of instruction. The promotions are made under the direction of the masters. To a considerable extent the promotions are made on the result of the personal examination of the masters themselves, those getting the highest percentages taking the precedence in the promotions.

I have thus stated as fairly as I could, the mode of conducting the promotions, up to the present time. Such is the *system*, but in some schools it is more or less modified in practice. Some masters pay little or no regard to *age* in determining what pupils to pro-

mote; and in their schools the highest division scarcely averages as high in age as the second or even third division. Other masters are not so much inclined to keep back the older pupils, even though they are not quite so brilliant in scholarship as their younger classmates.

The system of promotions in our Grammar Schools, it appears, is different in principle from that of the Primary and High Schools, the latter being founded on a pass examination, in which only a minimum requirement is exacted, and the former on competitive examination, those pupils who attain the highest percentages being promoted, and the number put up being determined not so much by the attainments of the pupils, as by the capacity of the rooms to be filled up with certain grades. In some schools great injustice is done to many pupils by the operation of this system, while in others, through the painstaking efforts of the masters, looking solely to the best interests of each individual pupil, the degree of injustice done is more limited.

I am aware of the great difficulty of changing this system; and still, it seems to me that we ought to attempt its reform. This is a matter which the rules and regulations do not touch. It is a matter of internal administration wholly in the hands of the masters. The system has not been created by any legislation. It is a tradition. The master who sees fit is at liberty, in the absence of regulations relating to it, to adopt a different plan; and I sincerely hope some one at least will make the attempt, under

the regime of the new programme. The new classification which it provides, will be found more favorable than the old to a judicious management of promotions. In order to bring about a salutary change, it is necessary in the first place to make a successful experiment, on a better plan, in one school. I do not propose to attempt to describe at this time the details of a better system; but the *principle* which ought to be kept in view in making promotions in these schools, may be stated in a few words. It seems to me to be this: The pupils admitted from the Primary Schools should be put to work on the studies prescribed for the sixth class. These pupils should constitute one class, whether taught in one or more divisions or sections; and whenever they have fairly passed through the studies of this grade, they should be examined, and all who pass a minimum examination, should then be put to work on the studies of the next higher grade. *This beginning of a new step in the course should be considered promotion*, whether the pupils remain in the same division or not, and no other change should be regarded as promotion. And this course should be continued through the whole course. The identity of the class should be preserved as far as possible.

But in order to carry out this principle, it will be necessary to discard the prevailing notions in regard to symmetry in the arrangement of divisions. While some divisions will be of the same grade, other divisions will contain pupils of more than one grade, and then the divisions containing pupils of two grades

will not always have an equal number of each grade. And then we must get rid of the idea that all the pupils in a class must be equally good scholars. This erroneous idea is too generally entertained by teachers in graded schools, and by committees who examine these schools. And hence undue efforts are made to produce perfect equality of scholarship among the members of a class.

the object of the school is to graduate a small number of brilliant, overworked scholars, then no doubt the best way to accomplish the object is to make all the promotions on the principle of competitive examinations. If the object be to do the greatest good to the greatest number, and to give a fair chance to pupils of ordinary capacity, then some other principle should be adopted.

Respectfully submitted.

JOHN D. PHILBRICK,

Superintendent of Public Schools.

MARCH, 1869.

NINETEENTH SEMI-ANNUAL REPORT.

To the School Committee of Boston:

GENTLEMEN,—In conformity with the requirements of your Regulations, I respectfully submit the following as my Thirty-first Report, the Nineteenth of the semi-annual series.

SUMMARY OF STATISTICS,

FOR THE SCHOOL YEAR ENDING AUGUST 31, 1869.

I. POPULATION.

Population of the city, State Census, 1865 . . .	220,780
Number of persons in the city between five and fifteen years of age, May 1, 1869	42,624
Decrease for the year	485

II. SCHOOLS.

Number of districts into which the schools are grouped for supervision	27
Increase for the year	1
Number of High Schools	4
Latin School, for boys,	
English High School, for boys,	
High and Normal School, for girls,	
Highlands High School, for boys and girls,	
Number of Grammar Schools	28
For boys, 10; for girls, 9; for boys and girls, 9.	

Increase for the year	1	
Number of Primary Schools, for boys and girls .		307
Increase for the year	4	
Number of schools for licensed minors		2
Whole number of day schools		341
Increase for the year	5	
Number of Evening Schools		10
Whole number of day and evening schools . .		351
Increase for the year	15	

III. SCHOOL HOUSES.

Number of School-houses for High Schools . .		3
School-rooms, 25 ; halls, 3 ; seats, 1,110.		
Number of School-houses for Grammar Schools .		30
School-rooms, 381 ; halls, 22 ; seats, 20,946.		
Number of School-houses for Primary Schools belonging to the city, now occupied		64
School-rooms, 311 ; seats, about 17,800.		
High School divisions in ward room	3	
Grammar School divisions in Primary School-houses		24
Grammar School divisions in Engine-house and Gun-house		2
Grammar School divisions in ward room . .		2
Grammar School divisions in hired building . .		2
Primary Schools in Grammar School-houses . .		10
Primary Schools in ward rooms		2
Primary Schools in hired buildings		19
Number of ward rooms in Grammar School-houses,		3
Number of ward rooms in Primary School-houses .		6
Number of Grammar School-houses now building,		2
Number of Primary school-houses now building .		3
Girls' High and Normal School-house now building.		

IV. TEACHERS.

Number of teachers in High Schools		44
Male teachers, 27 ; female teachers, 17.		
Increase for the year	2	

SUPERINTENDENT'S REPORTS.

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Number of teachers in Grammar Schools . . .	420
Male teachers, 59 ; female teachers, 361.	
Increase for the year 13	
Number of teachers in Primary Schools . . .	309
Male teachers, 2 ; female teachers, 307.	
Increase for the year 4	
Number of teachers in the Schools for Licensed	
Minors 2	
Number of teachers in Evening Schools . . .	46
Males, 24 ; females, 15.	
Whole number of teachers 821	
Male teachers, 112 ; female teachers, 709.	
Regular teachers, 793 ; special teachers, 28.	
Aggregate increase for the year, 65.	

V. PUPILS.

Average whole number of pupils belonging to day	
schools of all grades during the year . . .	33,535
Increase for the year 650	
Average daily attendance of pupils in all the day	
schools for the year 31,126	
Increase for the year 727	
Average daily absence of pupils in all the day	
schools for the year 2,409	
Decrease for the year 77	
Average per cent. of attendance of all the day	
schools for the year 93.3	
Increase for the year 00.6	
Average whole number of pupils belonging to the	
High Schools 1,064	
Boys, 601 ; girls, 463.	
Increase for the year 14	
Average attendance at High Schools . . .	1,025
Increase for the year 48	
Per cent. of attendance at High Schools . . .	95.7
Same as the preceding year.	

Average number of pupils to a regular teacher in	
High Schools	29.5
Average whole number of pupils belonging to	
Grammar Schools	18,043
Increase for the year	593
Average daily attendance at Grammar Schools .	
Increase for the year	601
Per cent of attendance at Grammar Schools . .	
Increase for the year	93.9
Average number of pupils to a regular teacher in	
Grammar Schools	44.8
Increase for the year	00.3
Average daily attendance to a regular teacher in	
the Grammar Schools	42.1
Increase for the year	00.4
Average whole number of pupils belonging to Pri-	
mary Schools	14,384
Decrease for the year	1
Average daily attendance at Primary Schools .	
Increase for the year	18,101
Per cent. of attendance at Primary Schools . .	90.4
Increase for the year	01.1
Average number of pupils to a regular teacher in	
Primary schools	46.8
Decrease for the year	00.6
Average attendance to a regular teacher in Primary	
Schools	42.6
Decrease for the year	00.5
Evening Schools.	
Whole number belonging	1,871
Average attendance	717

VI. EXPENDITURES.

[For the financial year ending April 30, 1889.]

Salaries of officers of School Committee and Truant	
Officers, thirteen months	18,570 33

Incidental expenses, High and Grammar Schools .	\$153,004 10
Expended by Com. on Public	
Buildings	\$108,536 57
By School Committee	49,467 44
Increase for the year	27,973 50
Incidental expenses, Primary Schools	91,474 62
Expended by Com. on Public	
Buildings	\$81,643 67
By School Committee	9,830 95
Increase for the year	4,993 70
Whole amount of Incidental expenses, including salaries of Officers	263,018 96
Increase for the year	\$88,958 45
Salaries of teachers, High Schools, thirteen months	80,752 49
Salaries of teachers, Grammar Schools, thirteen months	406,808 03
Salaries of teachers, Primary Schools, fourteen months	232,067 52
Whole amount of salaries of teachers	\$719,628 04
Increase for the year	\$171,012 14
Amount of current expenses for High and Grammar Schools	640,564 53
Increase for the year	\$142,936 34
Amount of current expenses for Primary Schools .	323,542 14
Increase for the year	\$61,043 00
<i>Whole amount of current expenses for all the day Schools, including salaries of Officers</i>	<i>982,677 00</i>
Expenditures for Grammar School-houses and lots .	246,586 08
Expenditures for Primary School-houses and lots .	100,024 70
Whole amount expended for buildings and lots .	346,610 78
Expense for the Evening Schools	5,333 52
TOTAL EXPENDITURES FOR SCHOOL PURPOSES, the incidentals being for one year, salaries of officers and teachers of High and Grammar Schools thirteen months, and salaries of teachers of the Primary Schools for fourteen months	1,334,621 52

Whole amount appropriated by the City Council for salaries and ordinary or current expenses of schools for the financial year <i>beginning</i> May 1, 1869		\$1,016,800 00
Distribution of the appropriation.		
Salaries of officers	\$18,700 00	
High and Grammar Schools,		
Salaries of teachers	515,600 00	
Incidentals, — Com. on Public Buildings,	106,000 00	
Incidentals, — School Committees,	44,000 00	
Primary Schools,		
Salaries of teachers	223,500 00	
Incidentals, — Com. on Public Buildings,	100,000 00	
Incidentals, — School Committee,	9,000 00	
Total appropriations voted by the City Council for 1869-70	8,554,754 00	
Amount voted to be assessed for State, County and City taxes for the financial year 1869-70	7,279,324 00	
Ratio of the amount appropriated for the current expenses of Public Schools, to the total appropriations of the city for the year 1869-70 . . . . .	.12—	
Ratio of the amount appropriated for the current expenses of the Public Schools to the whole amount to be raised by taxation for the financial year 1869-70 . . . . .	.14+	
Valuation of the city, May, 1869	\$549,511,600	
Per cent. of valuation of 1869 appropriated for Public Schools (one mill and eighty-five hundredths), . . . . .	.001 85	
Average percentage of the valuation of 1865 of the cities and towns of the State appropriated for Public Schools, to be expended in the year 1867-68 (two mills and sixty-two hundredths) . . . . .	.002 62	
Percentage of the valuation of 1865, of the city of Boston, appropriated for the Public Schools, to		

be expended in the year 1867-68 (one mill and seven-tenths of a mill), . . . . .	.001 70
Amount received from the income of the School	
Fund of the State for the year 1869	\$8,171 38

PRIMARY SCHOOLS.

The average whole number belonging to these schools during the last half-year was 14,038, against 14,730 for the preceding half-year, while the average daily attendance was 12,747 against 13,455, and the per cent. of attendance was 90 against 90.9. The number of teachers at the close of the school year was three hundred and seven against three hundred and nine at the end of the first half of the year. The above statement would seem to indicate a rapid decrease in the number of primary pupils, but if we compare the *whole* of the last year with the preceding year, we find that there has been an actual increase of forty-one pupils. The falling off in the last half of the year is owing to the withdrawal of pupils in the months of June and July, especially in the latter month. The withdrawals during these months were largely increased the past two years by the action of the board, providing that the examinations for promotion should take place in the month of June. This arrangement was intended to accommodate those parents who wish to take their children out of town before the beginning of the long vacation. But it was found that in those sections of the city where a considerable number of the pupils are withdrawn for this purpose after the promotions were

made, others were withdrawn in pretty large numbers, who did not go out of town. In the Grammar Schools, the experiment showed similar results.

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools, July, 1869, and the average number of promotions to each school in the respective districts: —

DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.
Adams	8	55	6.8	Lewis	8	45	5.6
Bigelow ...	14	114	8.1	Lincoln	14	129	9.2
Bowditch ..	11	71	6.4	Lyman	7	72	10.2
Bowdoin ...	9	49	5.4	Mayhew....	10	70	7.0
Boylston ...	11	40	3.6	Norcross ...	12	88	7.3
Brimmer ...	13	70	5.3	Phillips	8	48	6.0
Chapman ..	10	50	5.0	Prescott....	9	61	6.7
Comins.....	21	137	6.5	Quincy	12	82	6.8
Dearborn... .	15	72	4.8	Rice	9	62	6.9
Dwight	6	42	7.0	Wash'ton } & Dudley }	12	62	5.1
Ellot.....	15	129	8.6	Wells	12	73	6.1
Everett	10	69	6.9	Winthrop ..	10	66	6.6
Franklin ...	9	87	9.6	Training ...	8	18	6.0
Hancock ...	19	136	7.1	Totals.....	307	2,090	6.8
Lawrence ..	10	93	9.3				

The whole number of pupils promoted from the Primary Schools to the Grammar Schools in July, as exhibited in the above table, was 2,090; the number promoted in March was 2,170; the total for

the year was 4,260, an increase of one hundred and ninety-seven over the whole number of promotions for the preceding year. The number promoted was 29.6 per cent. of the average whole number belonging. This is a high percentage; higher, I think, than has heretofore been attained. If the promotions during the year amount to 33.3 per cent. of the number belonging, it is evident that the pupils will average only three years in the Primary School course, which is the time assigned in the programme. By examining the above table, it will be seen that there is a considerable disparity between the districts in respect to the number of promotions to each school. I have frequently called attention to this difference, and the result has been, that in some districts in which the percentage of promotions was quite low, there has been a marked improvement. I should not consider it an improvement, however, to increase the percentage of promotions by sending up pupils under age, even if they can be made to pass the examination. I do not desire to see any children admitted to the Grammar School before they are full eight years of age.

I am glad to find that among the more intelligent and well-to-do parents the practice of keeping children out of school until they are six or seven years old is gaining ground. For children from five to seven years, who cannot have good care at home, it is better, probably, to be in school, especially where the accommodations are as good as most of

our Primary Schools afford. And yet, even for such children, probably four hours in school daily would be better than five.

The following table shows the number of Primary pupils in each district and the *average number of pupils to a school, or teacher, during the last half year*: —

DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.	DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.
Adams	8	404	50.5	Lewis	8	343	42.8
Bigelow ...	14	701	50.0	Lincoln.....	14	704	50.2
Bowditch...	11	455	41.3	Lyman	7	366	52.2
Bowdoin ...	9	362	46.2	Mayhew....	10	383	38.3
Boylston ...	11	377	34.2	Norcross ...	12	607	50.5
Brimmer ...	13	469	36.0	Phillips.....	8	297	37.1
Chapman ...	10	459	45.9	Prescott....	9	397	44.1
Comins.....	21	1068	50.6	Quincy	12	471	39.2
Dearborn...	15	779	51.9	Rice.....	9	422	46.9
Dwight.....	6	263	43.8	Wash'ton } & Dudley }	12	590	49.1
Ellot	15	731	48.7	Wells	12	507	42.2
Everett	10	477	47.7	Winthrop...	10	410	41.0
Franklin....	9	497	55.2	Training ...	3	106	35.3
Hancock....	19	926	48.7	Totals.....	307	14,038	46.8
Lawrence...	10	472	47.2				

From this table it appears that the average number to a teacher or a school is 46.8 against 47.6 last March. Ten or eleven years ago these schools averaged *sixty* pupils to a teacher. This was thought to

be too large a number, and accordingly, by a regulation adopted by the Board, it was provided that *fifty-six* should be the maximum number. By a recent amendment of this regulation the maximum has been put at *forty-nine*.

Meetings of Teachers.—In all the districts of the Highlands, meetings of the Primary teachers were held after the promotions in March, under the direction of the masters of the respective districts. I witnessed the exercises of these meetings with much satisfaction. In their general character, they were similar to those which have been held in former years in other parts of the city. Pupils representing the different classes were present, and the teachers gave illustrations of their methods of teaching the different branches. Prof. Monroe showed how to teach reading, and Mr. Mason was present to witness the performances in vocal music, and make such suggestions as seem expedient. The schools in the Highlands have no doubt been much benefited by these meetings. Meetings of this description ought to be held three or four times a year in each district of the city, and I do not know how the masters can be more profitably employed for two or three days in the year than in making the necessary arrangements for them.

Primary Arithmetic.—It should be borne in mind by the teachers, that a knowledge of numerical calculation is not the only, if indeed the most important

object to be aimed at in the study of arithmetic. Among the benefits to be derived from it are mental discipline, the power of abstraction, and the habit of attention. Its usefulness as a means of training and disciplining the mind depends in a great degree upon the methods employed in teaching it; above all, it is important to avoid those methods which create dislike to the study, and discourage effort.

To secure accuracy and rapidity, which are very desirable in this branch, thorough drilling in the elementary operations is indispensable. The exercises should be conducted in such a manner that each step may be a preparation for that which is to follow. Let but one new idea be introduced at a time, and let that be thoroughly mastered and incorporated with what has preceded it, before presenting others.

As the first ideas of numbers are undoubtedly derived from *observation*, this natural process should be adopted by the teacher in giving the first lessons. The figures or signs of numbers should not be used till the pupils are familiar with the ideas and names of numbers, at least as far as a hundred. The proper order of the first lessons in numbers is, first, ideas; second, names; and thirdly, figures. Simple calculations may, however, be performed mentally, without the use of signs, either of numbers or operations. In studying arithmetic, everything except arbitrary names and signs should be well understood before it is committed to memory.

In the first stages of instruction, much pains should be taken to enable the pupils to obtain clear

and distinct ideas of numbers, by associating their names with visible objects. Teachers often commence with the names of numbers, without reference to sensible objects, and then proceed at once to the tables in addition, subtraction, multiplication, and division, which the pupils are required to repeat by rote. This method is eminently preposterous. It is a good illustration of "how not to do it." It is much better to teach the pupils first to count real objects, and then make computations upon them, before perplexing them with abstract conceptions. When children have been made familiar with the perception of numbers as presented in the various objects around them, the next step is to make them acquainted with the increase of numbers by unity; and then follows the comparison of numbers with respect to their value or magnitude. In developing the first ideas of numbers, the skilful teacher would proceed somewhat in the following manner: —

I hold up one pencil.

Say, one pencil.

You see in my hand one book.

Hold up one hand; one finger.

I will make one mark on the board.

Say, one mark.

Make one mark on your slates.

You see in this hand one pencil, and in this one pencil.

One pencil and one pencil are two pencils.

Say, one pencil and one pencil are two pencils.

Hold up two hands; two fingers.

Say, one hand and one hand are two hands.

How many books do I hold up?

Two books.

I make on the board one mark and one mark.

How many marks have I made?

Two marks.

I erase one of the marks. How many remain?

One mark.

Make two marks on your slates.

Here are two pencils and one pencil.

Two pencils and one pencil are three pencils.

Say, two pencils and one pencil are three pencils.

Hold up three fingers; two fingers, one finger.

See how many marks I make on the board.

Three marks.

Jane may come, and make three marks.

Make three marks on your slates.

The above is not presented as a pattern to be followed literally, but as an imperfect illustration of what is meant by developing elementary ideas of numbers.

If the children have been taught the first lessons in drawing, they may be directed to make *straight lines* in different directions, instead of being merely requested to make *marks* without regard to their character. *Thus, in every lesson so far as possible bring into use what has been previously learned.* Having pursued this mode of teaching till the

pupils are acquainted with the application of numbers to objects as far as ten, the *Numeral Frame* may be brought into use, and from this point it should be *constantly used* during the whole primary course of arithmetical instruction. No teacher who has once learned its great value as a piece of apparatus will cease to use it.

There are different descriptions of this piece of apparatus. For instruction in the lowest classes, it is desirable that it should contain *ten* wires, and that each wire should have *ten* balls; black and white should alternate.

When the pupils have acquired distinct ideas of numbers as far as a hundred, a knowledge of their names, and the ability to count readily, they are prepared to learn the signs of numbers or figures.

As before, the *names* of numbers have been all along associated with *sensible objects*; now the *signs* should in like manner be taught in connection with *real things*, only one sign or figure being presented at a time.

I imagine that a model teacher would proceed to teach her pupils [if she has the fourth class] to write numbers in a way not very different from the following:—

You see in my hand one pencil.

I will make the *figure* that stands for one.

Make the figure on your slates.

When I point to it [on the board] say, *figure one*.

How many balls?

Two balls.

Yes. You see this figure; it stands for two.

Make it on your slates.

[Pointing to the tablet of numbers.] You see the figures on this tablet. Who will come and point out figure one? two?

How many straight lines on the board?

Three straight lines.

Make the same on your slates.

Now we make the figure that stands for three.

You may make it on your slates.

Thus proceed to nine.

It would be found best, probably, to extend the training indicated above over three or four lessons, multiplying the illustrations.

Arrange marks and figures on the board as follows:—

|	.	.	.	.	.	.	.	1
||	.	.	.	.	.	.	.	2
|||	.	.	.	.	.	.	.	3
||||	.	.	.	.	.	.	.	4
|||||	.	.	.	.	.	.	.	5
||||||	.	.	.	.	.	.	.	6
|||||||	.	.	.	.	.	.	.	7
||||||||	.	.	.	.	.	.	.	8
|||||||||	.	.	.	.	.	.	.	9

Pointing to a row of marks ask, How many marks?

Then point to the figure opposite, and ask, What figure?

It is, of course, a very simple thing to teach the writing of numbers up to nine.

Let us see now how to teach the writing of numbers above nine in an intelligent way by the aid of the Numeral Frame.

How many balls on this wire?

Ten balls.

That is, here is *once ten*, pointing to the row of balls on one wire.

I will now write the *figures* for ten.

You see I write the figure one, and then put the zero on the right of it, to show that the figure one is to stand for *once ten balls*, and not for *one single ball*.

You may count ten.

Make ten horizontal straight marks on your slates.

What figures stand for ten?

Figure one and zero on the right of it.

Hold up the right hand.

How many balls on this wire?

Ten balls.

And how many on this?

Ten balls.

How many on both?

Twenty balls [this had been previously well learned in the counting exercises].

Twenty are how many tens?

Twenty are two tens.

I will make the figures for twenty. I make the figure two and then put a zero at the right of it, to show that the figure two stands for *two tens*, or *twice ten balls*, and *not for two balls*.

What stands for twenty?

The figure two, and a zero at the right of it.

What does the figure two stand for, when there is a zero at the right of it?

The figure two stands for two tens, or twenty, when it has a zero at the right of it.

How many are twice ten?

Twice ten are twenty.

So proceed with the *tens* up to a hundred. Thus it is seen that the writing of *tens* by the help of the numeral frame is a very simple process. The child easily comprehends that a figure with a zero at the right of it does not stand for so many *units*, but so many *tens*, or the balls on so many wires. Only one more step is necessary in order to understand fully how to write all numbers below a hundred. Let us see how the pupils may be led to take this step.

How many balls on this wire?

Ten balls.

What figures stand for ten?

The figure one with a zero at the right of it.

Here are ten balls on this wire, and I pass out one on the next wire.

Ten and one are how many?

Ten and one are eleven.

I will write the figures for ten and one, or eleven.

I write the figure one for once ten balls, and the figure one at the right of it for one ball.

What figures stand for eleven?

The figure one, and the figure one on the right of it.

What does this figure stand for?

It stands for once ten.

And this?

It stands for one.

How many are ten and one?

Ten and one are eleven.

Write the figures for eleven.

I now pass out *two* balls on the second wire. The balls on the first wire and two more are how many?

Count *ten, eleven, twelve.*

Ten balls and two balls are twelve balls.

I will make the figures for ten and two, or twelve. I make the figure one for the ten, and then put the figure two at the right for the two.

Write the figures for twelve.

Thus proceed to one hundred. While learning by this method the Arabic notation of numbers to one hundred, much knowledge of numbers will be incidentally acquired. Besides, it cannot fail to be interesting, because it can be understood.

It is important that the tables in addition, subtraction, multiplication, and division should be thoroughly committed to memory, so that the results of the operations which they involve may be given without stopping to make the calculation. But the minds of the pupils should be *prepared* for this at each step by numerous exercises in calculation upon *sensible objects*, and upon *practical questions*, such as are found in the text of the primary arithmetic. Some teachers do not require their pupils to read the practical questions in their books when they recite, because the reading takes so much time, as the pupils do not

read fluently. My advice in such cases is, to insist all the more upon the reading by the pupils, for it is evident that they need just such training as the reading will give them. I do not mean by this that the teacher should not at times give out the questions herself. The teacher ought to make up many practical questions about matters of interest to the pupils. In the three lower classes, each pupil ought to have a little box of beans, or buttons, or beads, as counters.

If a teacher only knows how to use the Numeral Frame with skill, I have little fear as to the success of her teaching in the elements of numbers; teachers who do not know how to use this invaluable instrument are likely to give it to the children to play with and break. "To begin with pebbles or balls, and exercise the mind apart from the manual exercise of the slate, is to accept the foundation which nature has herself laid. For the teacher to despise this, and to endeavor to rear the edifice of knowledge in a way of his own, is to display ignorant pedantry when he ought to exhibit a wise faith, and to throw mystery and complexity into mental operations which to the child may be easily made clear and simple. In this as in other objects, the true method is to be found by considering the ways of nature, and following and fostering spontaneous efforts."

Why should not every primary teacher in Boston know all about the best ways of handling this branch in her school that are practised by the very best teachers? It seems to me that there is no excuse for ignorance on this subject. They ought at least to

find out the methods pursued in teaching this branch in the Training School. I do not say that it is incumbent on all to copy those methods, but they should know what they are, so as to be able to judge whether it is best to adopt them. It is but just that I should say that I have seen many good examples of instruction in this branch in the different grades of our schools, and that the general average of skill in it is advancing. But why should we wait half a dozen years to reach that skill which might just as well be attained in half a dozen months, or even weeks?

I conclude what I have to say on this topic by a caution to teachers against teaching the first steps in numbers by *rote*; in the language of Pestalozzi, "It is important that the recollection of the primitive form of the relations of numbers should not be weakened in the mind by the abbreviated means of arithmetic; but that they should, by means of the *forms* in which the study is pursued, be carefully and deeply impressed upon it; and that all progress in this department towards the end proposed should be founded upon that deeply seated consciousness of the *material relations* which lies at the basis of all arithmetic. If this does not happen, the very first means of attaining intelligent ideas would be degraded to a mere plan of memory and imagination, and this made powerless for its real object. If, for instance, we learn by rote that three and four are seven, and then proceed to use seven as if we really knew that three and four made it, we should deceive our-

selves; for the inner truth of the seven would not be in us, since we should not be conscious of the *material* basis which alone can give the empty words any truth for us."

SCHOOLS FOR LICENSED MINORS.

We have two schools of this kind, one in North Margin street, and one in East-street place. The average number belonging for the last half year was eighty-eight, and the average daily attendance was seventy-five. These schools have the same number of sessions as the Primary Schools, but the morning sessions are only two hours in length. The newsboys attend in the morning sessions, and the boot-blacks attend the afternoon sessions. The attendance of the latter is much better than that of the former. This is accounted for by the fact that the regulation prohibiting the sale of papers by minors without license has not been strictly enforced. The theory of the plan on which the schools are established is that the license is granted only on condition of regular attendance one session each day. If boys find that they can sell papers without a license, or that they are allowed to retain their licenses without attending school regularly, they cannot be expected to pay for a license; or, if they have a license, to continue regularly at school.

The plan on which these schools are based is an excellent one, and they have been admirably managed and taught by their teachers; and nothing is required

to make their success complete but a rigid execution of the rules adopted by the Board of Aldermen to regulate the granting of licenses to minors. This duty devolves mainly upon the Chief of Police. It is for him to order the arrest of boys who sell papers without license. If this is done, the boys who wish to engage in this occupation will procure a license and enter one or the other of these schools. Then if a boy who is registered as a pupil does not attend regularly, he is reported by a Truant Officer to the Committee on Licenses of the Board of Aldermen, and his license is revoked.

EVENING SCHOOLS.

The information which has been laid before the Board in the valuable report of the Chairman of the Committee on Evening Schools renders it unnecessary for me to go into details respecting the operations of this class of our schools. The following table, which I extract from that report, presents the essential statistics of this department of our system of public instruction: —

LOCATIONS OF SCHOOLS.	TEACHERS.		No. of Nights kept.	Average Attendance.	Whole No. Belonging.	Salaries of Teachers.
	Males.	Females.				
Anderson street	2	3	86	78	170	\$792 25
Chambers street	2	4	81	120	150	466 50
Warren street	4	2	84	122	400	353 00
Harrison avenue	1	....	57	53	80	171 00
847 Washington street..	2	3	53	87	141	413 00
South Boston.....	5	1	53	77	396	577 00
Mariner's Exchange....	3	...	68	70	166	364 00
Day's Chapel, Roxbury.	1	3	39	33	93	208 00
Gun House	1	6	34	77	300	265 00
Hampden street.....	3	....	37	61	75	151 00
Totals.....	24	22	505	717	1871	\$3,760 75

Incidental expenses, \$1,572.99.

In my last report I touched upon the need of Evening Schools for instruction which is not limited to the mere rudiments of education; and I am happy to find that this suggestion meets with favor among the members of the Board, and especially among the members of the Committee on Evening Schools. The higher Evening Schools, should such, be established, should not aim, I think, at least for the present, at what is called liberal education, so much as at imparting practical knowledge to ap-

prentices, and youths of both sexes who are engaged in mechanical and industrial pursuits. They should partake largely of the character of technical schools.

GRAMMAR SCHOOLS.

The average number of pupils belonging to these schools during the past half-year was 18,058 — boys 9,392, and girls 8,666; the average daily attendance was 16,896; and the per cent. of attendance was 93.5. The whole number of regular teachers at the close of the year was four hundred and two, namely: twenty-seven masters, one female principal, nineteen sub-masters, nine ushers, twenty-eight head-assistants of the first class, fifty-eight head-assistants of the second class, and two hundred and sixty assistants. The number of special teachers was eighteen, namely: one in physical and vocal culture, three in vocal music, and fourteen in sewing. At the end of the half-year, the number on the register was only 14,873, against 18,933 at the beginning of the half-year, showing a falling off of about 4,000.

This large falling off was owing, as in the case of the Primary Schools, chiefly to the fact that the examinations for promotion were made in the month of June. After the promotions were determined, pupils were rapidly withdrawn from school; in some schools the depletion was so extensive as to nearly break up the divisions, and there was no longer any ambition on the part either of the teachers or of the remaining pupils to go on with

the regular school work. By reference to a table in the statistical appendix, the diminution of the number in each school will be seen, together with the details of classification and ages. In reporting the number of pupils "*over fifteen years of age*," some of the masters evidently misapprehend what is meant by *over fifteen years*. I have heretofore called attention to this error in the returns, and I regret to see it repeated. By the phrase "*over fifteen years*," it is intended to designate those pupils who have *completed their fifteenth year*. After the first day that a child is fifteen years old, he is *over fifteen* years of age. If a pupil, when asked his age, says, "*I am fifteen*," he is over fifteen, for he has completed his fifteenth year, and is now in his sixteenth. The legal school census is taken on this basis.

The following table shows the number of teachers, exclusive of the master's head assistant, the average whole number of pupils, and the average number of pupils to a teacher (not counting the master's head-assistant) in each Grammar School, for the half year ending July 31, 1869: —

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams	13	638	49.0	Hancock ...	18	883	48.5
Bigelow.....	25	1,185	47.4	Lawrence ..	16	765	47.8
Bowditch ..	19	828	43.5	Lewis	9	400	44.4
Bowdoin ...	11	531	48.2	Lincoln	14	741	52.9
Boylston ...	9	446	49.5	Lyman	10	440	44.0
Brimmer ...	15	669	44.6	Mayhew....	12	539	44.9
Chapman ..	10	484	48.4	Norcross ...	13	650	50.0
Comins.....	15	808	53.8	Phillips	11	613	55.7
Dearborn...	14	697	49.7	Prescott....	12	570	47.5
Dudley.....	7	361	51.5	Quincy	14	674	48.1
Dwight	15	733	48.8	Rice	12	500	41.6
Ellot	15	751	50.0	Washington	8	403	50.3
Everett	14	706	50.6	Wells	10	479	47.9
Franklin ...	16	762	47.6	Winthrop ..	17	802	41.2
				Totals.....	874	18,058	48.2

The following table shows the number of scholars who received the diploma of graduation at the close of the school year, July, 1869, in each Grammar School:—

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	2	12	14	Hancock		13	13
Bigelow....	21	25	46	Lawrence ..	24	.....	24
Bowditch ..	.....	13	13	Lincoln	16	19	35
Bowdoin ...	.....	29	29	Lyman	7	8	15
Boylston ...	23	.....	23	Mayhew....	16	.....	16
Brimmer ...	33	.....	33	Norcross ...	.....	16	16
Chapman ...	9	19	28	Phillips	15	.....	15
Comins.....	7	17	24	Prescott....	15	10	25
Dearborn...	8	10	18	Quincy	16	.....	16
Dudley.....	.....	17	17	Rice	16	.....	16
Dwight	28	.....	28	Washington.	14	.....	14
Eliot	29	.....	29	Wells .....	.....	25	25
Everett ....	.....	40	40	Winthrop ..	.....	24	24
Franklin ...	.....	34	34	Totals....	299	331	630

The whole number of graduates was six hundred and thirty against five hundred and eighty-three for the preceding year, the increase for the year being forty-seven. The increase in the number of boys graduated was only seven, while the increase in the number of girls was forty. The Eliot and Lawrence schools, considering their circumstances, deserve special credit for the number of their graduates.

Sewing.—Our regulations require instruction in sewing to be given to the pupils in the fourth class of the Grammar Schools for girls. Each pupil in the

sewing classes is to receive two lessons a week of not less than one hour. It is provided, however, that a District Committee may dispense with sewing in the school under its charge, if authorized by the Board so to do. Under this unfortunate proviso, this useful branch of instruction has been dispensed with in two schools,—the Wells and Bowdoin. To my mind, it seems to be an inconsistency to require sewing in the other schools, and not require it in these. The utility of sewing as a branch of instruction in schools for girls is now very generally acknowledged. It is very true, that, although it is now a long time since sewing has been required in our girls' schools, and a large sum of money in the aggregate has been expended in the payment of the salaries of sewing teachers, very little progress has been made in developing this branch of instruction. In saying this, I do not mean to cast any blame upon the teachers of sewing. They have probably been as faithful as any class of teachers in the service. But they have been little noticed and little encouraged. They have been stimulated neither by praise nor blame. If they have industriously occupied the prescribed time in giving the lessons, we have not been particular to inquire for the results.

It seems to me that it is high time to introduce some improvement in the management of this department. Those who saw the recent exhibition of the needle work of the pupils in Mrs. Dr. Batchelder's Industrial School got some notion of what might be done in the sewing classes in our schools.

It was the force of public opinion, and of a very good public opinion too, which caused the introduction of sewing in opposition to the general wishes of the teachers; and, for one, I frankly confess that I hope public opinion will go much further in this direction. I will even go so far as to say, that I should like to see the arts and mysteries of needle-work taught in all the grades of our schools for girls, from the lowest class in the Primary School, to the highest in the Girls' High and Normal.

In the Winthrop School, besides the regular instruction in sewing, special lessons are given to a portion of the older girls with excellent results. The material for this extra instruction is furnished by a benevolent lady of this city.

In the Bigelow School, I find that sewing has recently been managed in a manner which deserves special notice and commendation. The master laid down the following rules to be observed: —

1. No scholar is to be excused for not attending to sewing in sewing time, no matter how good instruction in that department she may claim to receive at home.

2. All work is to be left at school till its completion, and put into baskets prepared for the purpose, each girl's work having been first wrapped in her sewing wrapper, or put into her sewing bag. To collect and distribute these parcels is the work of a moment, and all the materials are then on hand, and no time is lost.

3. A report to be kept of each girl's work, in tables prepared for the purpose in a suitable blank-book. (To *finish* a piece of work to carry home to mother, now is an object of ambition; and so it is to stand well in the report.)

4. When practicable, having noticed common failures in style or execution, instruct the class as a body in the best methods of performance.

The capable and efficient sewing teacher, Mrs. Cleary, and the excellent regular teachers of the classes, heartily co-operated in carrying out this judicious plan. The results thus far have been highly satisfactory. Of course much of the work was necessarily of a nature that did not admit of being tabularized, but the report of the work done in the five divisions, from March to July, shows the following large aggregate of articles made: four sheets, twenty-three pillow slips, two hundred and fifteen towels, four hundred and twenty-nine handkerchiefs, one hundred and thirty aprons, seventy-four under-garments, twenty pairs sleeves, one hundred thirty-two yards ruffling, nine neckties, nine doll's garments, fourteen skirts, thirteen button holes, three hundred and seventy-three squares of patchwork, fifty-eight napkins, two belts, thirty-seven bags, four pairs cuffs, one pair hose, two curtains, fifteen needle-books, eight pockets, three table-cloths.

It has been suggested that it might be well to appoint a special committee on this department of instruction, but this example shows that good results

may be produced without introducing any new instrumentality.

The Programme.—The present programme of studies was adopted by the Board at its final meeting in December last. No provision was made in respect to the time of its going into operation. Some of the masters took it up at once, and proceeded to organize and instruct their classes, in accordance with its requirements; others postponed its introduction until after the semi-annual promotions in March. It was entered upon by the teachers with various degrees of confidence and good-will. Some felt from the outset that it was in the main what was needed to break up the wearisome and fruitless labor of hearing rote lessons recited by uninterested pupils, and to introduce a more free and rational way of teaching. They saw with apparent satisfaction that its aim was to eliminate from the old course all useless material, all the rubbish of overgrown text-books, and confine the work of teachers and pupils to essential and practical matters. They recognized in it a unity of plan, and harmony of parts, each step having its place with reference to the higher and lower steps.

On the other hand there were some who were averse to a change, being pretty well satisfied with the existing state of things. The change seemed to them to be too radical. I found, however, that where objection was made to any particular provision, the objection seemed in most cases to arise from a misconception of the meaning of the requirement.

I have been considerably amused at hearing objections stated with no little confidence by some very young and inexperienced teachers. These cases afforded a very good illustration of the fact, that in this country there is no such thing as professional authority in matters of education. Knowledge of this really complex subject is supposed to come by nature, one person's opinion upon all questions relating to it being just as good as another's.

But success must be the final test of every system. The grand peculiarity of this programme is, that its successful working requires the exercise of *teaching power* on the part of teachers. It requires of the teachers more actual *teaching*, and less of holding the book and hearing pupils say what they have learned by themselves, or their parents have helped them to learn at home. This is the precise issue which it raises. If it shall be found that the majority of teachers cannot or will not do the required teaching in this programme, then a programme must be made to suit the circumstances. In recommending this programme I have paid a high compliment to the teaching corps of Boston. I thought that the greater part of them were up to the kind of work required; that they would welcome any plan which would relieve them from *turning the crank*, and give them a chance for more free teaching, for the exercise of tact and skill.

I still think I judged rightly. What I have already seen done in some of the schools in accordance with the letter and spirit of the new programme has overpaid me for all the anxiety and labor I have had in

connection with this movement. I have seen a class in which better results were produced on this plan in four months than were produced in other classes of the same grade on the old plan in a year, and even in a year and a half. In the months of January and February, I went into the lower divisions of several schools which were still working on the old programme, and took notes of the ages and attainments of the pupils, and what they were expected to do in the course of the half-year. Those notes would be good evidence of the need of attempting to accomplish better results. But, happily, there is no occasion for their use. If, however, there is in any mind a lingering doubt as to the expediency of the new step which has been sanctioned by the Board, it is only necessary to visit the classes in those schools where it is best illustrated. But education is a progressive science, and so no programme is final. When experience shall have demonstrated that the present programme is susceptible of improvement, it will no doubt be amended and made better.

HIGH SCHOOLS.

The average whole number of pupils belonging to these schools during the last *half-year* was nine hundred and eighty-five; the average daily attendance was nine hundred and forty-six; and the per cent. of attendance was 95.4.

The following table shows the attendance during the last *year* as compared with that of the preceding year:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent. Attendance.
1868-69.....	1,064	1,025	95.7
1867-68.....	1,050	977	95.7
Increase	14	48	0.0

The number admitted at the July examination, and the supplementary examination, was six hundred and thirty-two; males, three hundred and fifty-two; females, two hundred and eighty-one. The Grammar Schools sent up five hundred and nine: two hundred and sixty-seven boys, and two hundred and forty-two girls,—a gain of seventy over the number sent up last year. The number of those admitted who actually joined the schools was five hundred and fifty-one: three hundred and seven boys, and two hundred and forty-four girls,—a gain of thirty. The number promoted from the Grammar Schools was one hundred and twenty-one less than the number of their graduates.

LATIN SCHOOL.—The average number of pupils belonging during the last half-year was two hundred and fifteen; average attendance, two hundred and three; per cent. of attendance, 94. These pupils have been taught by one head master, one master, six sub-masters, and one teacher of French.

The graduating class last year was unusually large. Of the thirty-six members who remained until the

end, or near the end of the year, thirty entered college, — Harvard receiving twenty-three, Wesleyan University three, Amherst three, and Tufts one; two are studying to enter as sophomores, one is studying medicine, one entered the Institute of Technology, one went into a store, and one went abroad.

Thirty-one members of the class received the graduating diploma, and nine were honored with the Franklin medal.

Non-residents: in the first class, eleven; in the second, five; in the third, three; in the fourth, six; in the fifth, six; and in the sixth, eight.

The following table shows the number and average age of boys admitted to the Latin School from each Grammar School, and also the number admitted from other sources, during the year ending September 14, 1869: —

SCHOOLS.	No. Admitted.	Average Age.	SCHOOLS.	No. Admitted.	Average Age.
Adams.....	1	12.16	Lyman	2	12.45
Bigelow	2	15.00	Mayhew	1	13.10
Boylston	1	13.16	Phillips.....	6	13.62
Brimmer	3	12.88	Prescott	4	13.39
Chapman	2	13.62	Quincy	4	14.10
Dwight.....	6	14.44	Rice.....	8	12.60
Ellot .....	.....	.....	Other Sources	47	13.60
Lawrence.....	1	15.25			
Lincoln.....	3	11.52	Totals	91	13.83

The ages of the boys admitted were as follows:—

Between ten and eleven, five.

Between eleven and twelve, seventeen.

Between twelve and thirteen, fourteen.

Between thirteen and fourteen, thirteen.

Between fourteen and fifteen, fourteen.

Between fifteen and sixteen, fourteen.

Between sixteen and seventeen, fourteen.

It appears from the above table that of the ninety-one boys admitted, less than half, only forty-four, were from the Grammar Schools. The Rice School leads in number, and the average age of those sent is better than that of most of the other schools. Boys who go from the Grammar Schools to the Latin School ought to be transferred at ten or eleven years of age. The training that a boy gets in the Latin School from ten to fourteen years of age is far more valuable for him, whatever his destination may be, than it is, on the average, in the Grammar Schools. In saying this, I do no discredit whatever to the excellence of the Grammar Schools. One of the evils of the Grammar Schools is, that too much time is spent on the mere elementary branches of an English education. A boy in the Latin School from ten to fourteen not only gets a fair amount of instruction in the elementary English branches, but he also gets well on in Latin, and a start in French and Greek. The mental superiority of the boy who has gone on in this course to the boy who has been confined to the elementary English branches alone, is very marked. Still, I think the English branches might be somewhat improved in the Latin School.

ENGLISH HIGH SCHOOL.—The average whole number belonging during the last half-year was two hundred and eighty-six; average attendance two hundred and eighty; per cent. of attendance, 97.6. It appears that the average number belonging during the last half of the school year was forty-eight less than it was for the first half of the year. The average number belonging for the first month of the year was three hundred and sixty; and the average for the last month was two hundred and seventy-four. If we take the number of pupils with which the school started on the first day of the year, and compare it with that on the register at the close of the year, we shall find that the falling off was about *twenty-five* per cent.

The following table shows the number and average age of the pupils admitted into the English High School from each Grammar School, and from other sources, at the examination of candidates, July, 1869, and also how many actually joined the school at the beginning of the school year, September, 1869:—

SCHOOLS.	No. Admitted.	No. Joined.	Average Age.	SCHOOLS.	No. Admitted.	No. Joined.	Average Age.
Adams	1	1	14.83	Lyman	6	3	13.50
Bigelow	21	15	14.51	Mayhew	10	10	14.13
Boylston	2	2	13.16	Phillips	10	9	14.15
Brimmer	21	20	14.47	Prescott	6	6	15.19
Chapman	9	7	14.25	Quincy	12	8	14.19
Dwight	27	23	14.36	Rice	18	11	14.27
Elliot	20	16	14.56	Latin	1	1	15.67
Lawrence	14	14	14.23	Private, etc....	29	27	14.96
Lincoln	15	11	14.91	Totals	222	183	14.43

Of those admitted there were:—

Between twelve and thirteen years, nine.

Between thirteen and fourteen years, fifty-three.

Between fourteen and fifteen years, fifty-four.

Between fifteen and sixteen years, fifty-seven.

Between sixteen and seventeen years, seven.

Between seventeen and eighteen years, three.

The number who received the diploma of graduation was forty-four.

The following table shows the whole number belonging in the month of February of each year, from 1824 to 1869:—

YEAR.	NUMBER.	YEAR.	NUMBER.	YEAR.	NUMBER.
1824.....	121	1840.....	105	1855.....	162
1825.....	121	1841.....	120	1856.....	152
1826.....	128	1842.....	150	1857.....	144
1827.....	132	1843.....	170	1858.....	160
1828.....	141	1844.....	149	1859.....	156
1829.....	114	1845.....	152	1860.....	169
1830.....	129	1846.....	143	1861.....	171
1831.....	134	1847.....	141	1862.....	175
1832.....	111	1848.....	156	1863.....	174
1833.....	112	1849.....	183	1864.....	174
1834.....	128	1850.....	193	1865.....	200
1835.....	125	1851.....	195	1866.....	230
1836.....	131	1852.....	176	1867.....	264
1837.....	115	1853.....	170	1868.....	271
1838.....	115	1854.....	159	1869.....	309
1839.....	104				

The following table shows the number of graduates in each year since the founding of the school:—

YEAR.	NUMBER.	YEAR.	NUMBER.	YEAR.	NUMBER.
1821.....	..	1838.....	15	1854.....	26
1822.....	..	1839.....	17	1855.....	27
1823.....	..	1840.....	16	1856.....	24
1824.....	15	1841.....	15	1857.....	23
1825.....	28	1842.....	24	1858.....	27
1826.....	12	1843.....	22	1859.....	17
1827.....	17	1844.....	23	1860.....	29
1828.....	..	1845.....	24	1861.....	25
1829.....	18	1846.....	17	1862.....	29
1830.....	17	1847.....	20	1863.....	34
1831.....	9	1848.....	23	1864.....	17
1832.....	12	1849.....	20	1865.....	27
1833.....	14	1850.....	33	1866.....	31
1834.....	18	1851.....	32	1867.....	37
1835.....	11	1852.....	22	1868.....	41
36.....	15	1853.....	29	1869.....	44
1837.....	13				

The whole number of graduates is 1,011, which gives an average of twenty-two for each year. The number of graduates this year is just double the average number.

The English High School has lately sustained an irreparable loss in the death of its excellent head

master, THOMAS SHERWIN. On the first day of his summer vacation (July 23), suddenly, without pain, and almost without warning, he died, surrounded by his family, at his residence in Dedham. On the preceding afternoon I called on him at his school, and found him alone. The year's work was completed. He had graduated the largest and best class that ever went out from the school. For two days the examination of a large number of candidates for the entering class had been in progress. This task had just been finished. Every other teacher had already left the building. Notwithstanding the perplexing and harassing labor in which he had been engaged, he was as cheerful and genial as though he had not known a care. I wondered at his youthful vigor and buoyancy. His eye was undimmed, and his natural force was unabated; and I left him, happy in the thought that the school in which he had labored so long was still to enjoy the benefit of his wise guidance and his skilful teaching. But his work was all done, and nobly done.

He was born at Westmoreland, a town on the Connecticut River, in New Hampshire, March 26, 1799. In early life, his school advantages were very limited, but they were well improved. Until fifteen years of age, he was chiefly occupied in doing boy's work on a farm, — for a few weeks in the winter season, being permitted to attend a district school. He was then apprenticed to a cloth manufacturer at Groton, Massachusetts, where he remained until he was about twenty years of age, rendering faithful service to his

employer, but cherishing the hope of ultimately acquiring a liberal education. Having at length with some difficulty obtained a release from his apprenticeship, he fitted himself for college in an unusually short period, and entered Harvard University in 1821. After his graduation, he taught the Academy in Lexington for a term or two, and then returned to Harvard, where he remained for a year as tutor of mathematics. We find him next engaged in civil engineering at the Navy Yard at Portsmouth, New Hampshire, and on the survey of the route for the Providence railroad. But finding his health unequal to the exposure demanded by this profession, he relinquished it, and in 1827 opened a private school for boys in Boston. Scarcely a year had been occupied in this school, which had already become remunerative, when he was solicited to take the post of sub-master in the English High School, which was then under the mastership of Solomon P. Miles, a teacher of singular accomplishments, who had been his instructor, for a short time, in a private school, and subsequently his tutor in college.

This place he accepted, and entered upon its duties in 1828. Here he remained for ten years; and on the resignation of Mr. Miles, in 1838, he was elected to the vacant mastership by a unanimous vote. This responsible post he filled with constantly increasing reputation and constantly increasing merit until the day of his death, a period of thirty-one years.

“His evident fitness for the duties of such a place

drew him into it; and, from the beginning of his services in it, his influence and his reputation have steadily risen together. His extreme modesty has claimed no credit. He has been content to do his duty, caring only for that fame which follows, not for that which is sought. Such a man is rarely appreciated fully in his own day. The life of such a man is a study which will richly reward any one, especially the teacher.

“He was always thorough and practical in all his methods; paternal, yet firm in his discipline; placing the development of character above mere scholarship, and yet demanding high scholarship, in both respects furnishing in himself a model worthy of imitation; neglecting no essential branch, and yet pushing none into undue prominence; while imparting knowledge from his copious storehouse of learning, so imparting it as to stimulate the desire for more, and to lead his pupils into the path of self-culture; and administering the affairs of the school with such justice, such kindness, and such courtesy, as to win the affection of his pupils and co-laborers.

“Besides his direct labors as a teacher, he rendered much valuable service to the cause of education and science. In 1830, the American Institute of Instruction was established by teachers and friends of education, to promote the cause of popular education, by diffusing useful knowledge concerning it. Mr. Sherwin was one of the originators of this parent educational association, for nearly thirty years has been one of its working officers, and was its president

for the years 1853 and 1854. In 1834 he delivered a lecture before it on 'Teaching Mathematics'; and in 1848, on 'Example in Teaching,' a subject which his own professional life admirably illustrates. At the annual meeting in 1856, he presented an able and elaborate paper on the 'Relative Advantages of Scientific and Classical Studies,' which was published in the Institute volume for the year.

"Mr. Sherwin was one of the foremost in the work of organizing the Massachusetts State Teachers' Association, in 1845; he was its first vice-president and third president. He has delivered several valuable lectures before it, and he has never shrunk from any labor which its interests have demanded."

In 1847 this association undertook to establish a purely educational journal as its organ, the first project of the kind attempted in this country. The result of the enterprise was the publication of the "*Massachusetts Teacher*," which has exerted a powerful influence for the promotion of sound education, not only in Massachusetts, but elsewhere, as it is read more or less in nearly every State in the Union. As one of the original editors, and a member of the publishing committee who had in charge its business affairs, Mr. Sherwin contributed very materially to its success in the face of many discouraging obstacles. For a number of years, at intervals, he was a member of the editorial corps, and for some time he had charge of the mathematical department."*

* From a Biographical Sketch of Mr. Sherwin which the author of this report prepared for Barnard's American Journal of Education.

He was early elected a member of the American Academy of Arts and Sciences. He has written two original mathematical works, his "*Elements of Algebra*," and his "*Common School Algebra*," both excellent works of their class; and in connection with Mr. Miles, he prepared for publication a valuable volume of mathematical tables."

Mr. Sherwin labored earnestly and efficiently in establishing the Massachusetts Institute of Technology, an institution of which the State may well be proud. He was an active member of its Society of Arts, and a member of its government from the time of its organization.

This is not the place for details of his life and career, but when fitly narrated by a competent hand, as I trust they will be, they will constitute one of the most precious chapters in our educational history. His name deserves to be held in grateful remembrance by this community; for no man, I believe, has ever rendered greater service to the cause of popular education in this city. I have known other teachers who were superior to him in some single qualification; but I have never known any other man who possessed so complete a combination of all the qualities desirable in a teacher.

GIRLS' HIGH AND NORMAL SCHOOL. — The average number belonging, including the Training Department, during the last half-year, was three hundred and thirty-six; average daily attendance, three hundred and twenty-six; per cent. of attendance, ninety-seven.

The graduating diploma was awarded to sixty-eight young ladies.

Early in the year the principal, who is laboring with commendable earnestness for the improvement of the school, suggested a material alteration in the course of study. This suggestion resulted in the preparation by him and the adoption by the committee, of the following new programme:—

First year.—*Mathematics*: Arithmetic and Algebra. *Language*: Grammar, Rhetoric, and English Literature. *Natural Sciences*: Chemistry, Mineralogy, and Botany. Five lessons a week in each division, three studies at a time.

Second year.—*Mathematics*: Geometry and Trigonometry. *Literary*: English Literature and French. *Natural Sciences*: Physiology and Zoölogy. Five lessons a week in each division, three studies at a time.

Third year.—*Mathematics*: Astronomy and Natural Philosophy. *Literary*: History and French, English Literature. *Natural Sciences*: Geology and Physical Geography. Five lessons a week in each division, three studies at a time.

Drawing and Singing, twice a week each, throughout the course.

The Elective Studies throughout the course are German and Latin, twice a week each. The elec-

tion of studies is modified by the health, capacity, and age of the pupil.

The following table shows the number of pupils in each class who are now pursuing elective studies: —

CLASSES.	WHOLE NUMBER.	GERMAN.	LATIN.
Senior	77	21	16
Middle	130	32	31
Junior	208	44	74
Totals.....	415	97	121

It will be observed that a marked feature of the programme is the prominence given to the natural sciences. It is not expected, of course, that these sciences can be pursued to any considerable extent. It would obviously be unwise to require the pupils to cram a voluminous text-book on each of the specified sciences. That is, as I understand, no part of the scheme of the principal. His aim is to teach the essential facts in a practical way. In pursuing botany, the pupils are to study plants and flowers rather than a text-book; in studying mineralogy, they are to handle and examine specimens, and not recite names committed from the printed page; and so of the other branches. When taught in this way, these studies may be pursued to advantage, although but a limited time may be given to them.

Another feature, and a desirable one, is the limitation of the number of required studies pursued at one time to three, besides the drawing and singing. It appears, however, that upwards of half of the pupils take elective studies, and therefore are carrying along four studies at a time.

A table showing the number and average age of the pupils admitted to the Girls' High and Normal School from each Grammar School, and from other sources, and also the number of those who joined the school and entered upon the course of study in the fall of 1869:—

SCHOOLS.	No. Admitted.	No. Joined.	Av. Age Admitted.	SCHOOLS.	No. Admitted.	No. Joined.	Av. Age Admitted.
Adams	10	7	15.07	Lincoln	13	11	15.27
Bigelow	13	8	15.46	Lyman	2	2	15.66
Bowditch.....	3	3	14.77	Norcross	7	7	14.98
Bowdoin	19	15	15.72	Prescott.....	8	7	15.84
Chapman.....	15	12	15.15	Wells	14	12	15.98
Comins.....	7	7	14.84	Winthrop	22	17	16.00
Everett	31	25	15.6	Other Sources .	32	31	16.41
Franklin	25	24	15.85				
Hancock	14	12	14.89	Totals.....	235	200	15.67

The ages of the candidates from the Grammar Schools were as follows:—

Between twelve and thirteen, two.

Between thirteen and fourteen, four.

Between fourteen and fifteen, fifty-three.

Between fifteen and sixteen, seventy-two.

Between sixteen and seventeen, fifty-two.

Between seventeen and eighteen, nineteen.

Between eighteen and nineteen, one.

The Training Department does not now limit itself to training teachers for the Primary Schools. If it is really to give adequate training for the whole Grammar School course, in addition to that of the Primary, it ought to be organized on a more liberal scale. The following is a list of the class graduated June 22, 1869: —

MARY BRAGDON,	EFFIE A. KETTELLE,
EMILY B. BURRILL,	CAROLINE M. NICKLES,
NELLIE J. CASHMAN,	LAVINA F. PITCHER,
EMMA L. EATON,	EMMA E. PERKINS,
LIZZIE ISABEL FORD,	EMMA M. SAVIL,
ELIZA A. FREEMAN,	ANNA C. SULLIVAN,
MARY P. FOYE,	MARY A. TREANOR,
FLORENCE E. GREER,	MARY H. WARE,
GRACE HOOPER,	CAROLINE F. WELCH,
HANNAH R. HUDSON,	VIOLA WOODMAN,
JOSEPHINE F. KROGMAN,	MARY B. WOODBRIDGE.

HIGHLANDS HIGH SCHOOL. — The average whole number belonging during the past half-year was one hundred and forty-eight, — forty-eight boys and one hundred girls; the average attendance one hundred and thirty-seven, — forty-four boys and ninety-three girls; the per cent. of attendance, 93. The number of graduates was thirty.

The course of study in this school is in the main

judicious and practical. It appears to be well taught and governed. There is, however, one feature of it which I cannot regard with satisfaction; I refer to the small number of boys found in the upper class. The ratio of the sexes in the entering class is about three boys to four girls; but in the whole school, the ratio is about one boy to three girls. The boys drop out, while the girls remain. It seems to me that such a district as the Boston Highlands ought to carry a larger number of boys through the high-school course of study.

The following table shows the number and average age of the pupils admitted into the Highlands High School, from each Grammar School and from other sources, at the examination of candidates in July, and also how many actually joined the school, September, 1869:—

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bigelow .....	.....	1	.....	1	.....	15.33
Comins	7	9	5	8	14.38	15.14
Dearborn	8	10	8	10	15.46	14.82
Dudley .....	.....	15	.....	14	.....	16.21
Dwight	1	.....	1	.....	14.08	.....
Everett .....	.....	1	.....	1	.....	15.42
Lewis	1	3	1	3	14.20	15.58
Washington	14	.....	11	.....	15.16	.....
Other Sources	7	7	7	7	15.60	15.87
Totals	88	46	83	44	15.14	15.53

ROXBURY LATIN SCHOOL. — In a former report I gave a brief sketch of the history and character of this school; since, although not under the control of the School Board, it is practically a free public school. At the last session of the Legislature, the following private act was passed, allowing the City Council to make an appropriation in aid of its support: —

An Act concerning the Roxbury Latin School in the City of Boston. Chap. 166.

SECT. 1. The City of Boston is hereby authorized and empowered to appropriate from time to time, such sums of money [as what?] for the maintenance of the Roxbury Latin School, not exceeding the sum of three thousand dollars in any single year; *provided*, that the trustees of this school shall annually report to the Board of School Committee of Boston, on or before the second Tuesday in September, the standing and condition of the school, and such statistics as are required of the Boston Latin School in section twenty, chapter four, of the rules of the Board.

SECT. 2. This act should take effect upon its passage.

Approved April 13, 1869.

In accordance with this act, the reports have been made; and the appropriation of the sum of three thousand dollars granted. This school has thus come to have a legal relation to our public school system, and is therefore clearly entitled to a place in our reports.

It appears from the returns that the average whole number of pupils belonging during the year was sixty-one; the average attendance, fifty-nine; and the per cent. of attendance, ninety-six. These pupils have been taught by one master, one sub-master, and one female assistant. Its school year ends on the 30th of June. From the graduating class, five boys entered Harvard College.

The object of this school is primarily the same as that of the Boston Latin School, namely, to fit boys for college; but besides this, it aims to give its pupils *as good a general education as possible consistently with the main purpose*, and its curriculum has been broadened so as to include the following subjects, which are not required for admission to college:—

1. The elements of Botany in the sixth (lowest), fifth, and fourth classes.

2. A course of English literature, beginning with the fifth class, and continuing through all the classes above. Hillard's Fifth Reader is used in the sixth class principally as a manual for elocutionary drill. Then follow Longfellow's Poems, some of them being committed to memory; the Life of Franklin; Irving's Life of Goldsmith; Goldsmith's Deserted Village and Traveller, mostly committed to memory; She stoops to Conquer; some of Addison's Spectator; a few of Tennyson's Poems; two or three books of Paradise Lost; and some of Milton's minor Poems; and, finally, two or three Plays of Shakespeare.

3. Drawing is taught in the three lower classes.

French is begun one year earlier, and Greek one year later than in the Boston Latin School. The course has been arranged so as to make it as useful as possible to those pupils who remain only three years, without being any the less desirable for those who go through the whole course. Probably more is required than at the Boston Latin School in writing Latin and Greek prose (there is no verse-writing), and much less in parsing. Several hundred lines of Virgil are committed to memory; but the rules of prosody, and exceptions, are studied but little. I am indebted to Mr. Collar, the learned principal of the school, for the following sketch of his methods of instruction:—

“We aim to make the study of the classics *interesting*, and I believe we succeed. Partly with a view to this, and partly for other reasons, we *instruct* much, instead of relying on rote recitations for success.

“I insist that Latin and Greek are immensely difficult languages, and that for that reason little boys need a great deal of help at the outset. Again, it must be remembered that all the Latin and Greek books that we read were written *by men for men*, and that fact is enough to justify me. Accordingly, when a boy begins to translate, we go over the lesson and render the whole into English orally with some explanations, *before he is set to work upon it himself*. When he has translated in recitation, a good deal of the English is turned back into Latin. That exer-

cise, I find, fixes constructions and the meaning of words better than much parsing.

“We begin to translate in the Latin Reader as soon as a boy has learned enough of the inflections to make it practicable. We aim at the most thorough committal of the paradigms of nouns, adjectives, pronouns, and verbs, but beyond this learn but very little of the grammar technically and formally. I think it worse than a waste of time to learn the rules of syntax from the grammar. Except during the last year of the course, we use no Latin or Greek exercise book for writing these languages, but form sentences on what has been read, which involve words, and the most important constructions that have been met with. As a boy goes on, we translate a part or the whole of the lesson for a time, when he begins a new author. In Virgil, for example, this is continued through most of one book of the *Æneid*. Every lesson is also translated by the teacher at the end of each recitation; that is, after it has been translated by the class. We make *translation* a primary object, and *grammatical drill* altogether subsidiary.

“We endeavor to make the boys observe always wherein a Latin expression differs from an English one, and whenever the idioms of the two languages agree, we never ask a question or make a comment. We compare Latin, Greek, and English together constantly.

“The main features of our purpose and plan may be summed up in the following general statements: —

"1. We aim to make the study of Latin and Greek interesting.

"2. We try to diminish the time, without abating in the thoroughness or breadth of study.

"3. We seek to acquire greater facility in translating, and more command of English.

"4. We try to pursue the study of the classics in a way that will form habits of attentive observation in the language.

"As to the method: —

"1. The teacher leads, rather than drives.

"2. After the mastery of the forms, the grammar is used for reference, and grammatical knowledge is gathered from observation in reading, and from the instructor.

"3. Habits of observation are promoted, and words and idioms are impressed upon the memory by frequent re-translation and comparison with the original.

"4. In beginning any author, the teacher translates the lesson wholly or in part, and points out what is to be learned before the pupil is set to study it.

"5. Every reading lesson is translated by the teacher at the close of the recitation into as correct and fluent English as he can make, without comments."

EXAMINATION OF TEACHERS.

All school economy centres in the teacher; for the school is what the teacher makes it. Do what you will for a school in the way of buildings, equipment,

endowments, and patronage, but after all the *teacher* is the pivot on which success or failure turns. You have only to photograph the teacher morally and intellectually, and you have the picture of his school.

If the study of educational problems and educational history teaches any one lesson more distinctly than another, it is that educational systems are good or bad, successful or unsuccessful, in proportion as they provide for securing and retaining the services of competent teachers.

This is no new doctrine in this city. It is reiterated in the School Board every time the question of increasing the salaries of teachers is raised. High salaries are voted as a means of securing a high grade of teaching ability. This is right and proper action, so far as it goes; but this action is not all that is required to accomplish the desirable object in view; high salaries alone will not protect our schools from incompetent teachers. Some members of the Board have persistently opposed the increasing of the salaries of the teachers, on the ground that there were teachers in the service who did not earn the rate already received. Others have maintained that the proper course to pursue was to pay liberal salaries, and then demand corresponding qualifications on the part of the teachers. The majority of the Board seem to favor this policy. But has it been consistently acted upon? While the salaries have been raised, what new measures have been adopted to secure the election of teachers possessing superior qualifications to fill the numerous vacancies which occur in our teaching

corps? In proportion as we increase the desirableness of the situations in our schools, by improving the accommodations, by reducing the number of pupils to a teacher, and by raising the rate of compensation, we ought to increase our safeguards against the election of second-rate teachers. This, I regret to say, has not been done. While we offer inducements for first-class teachers to engage in our service, we have provided no adequate means for determining who among the crowd of applicants for situations are the most meritorious. We have no means of securing a reliable test of the qualifications of applicants. If I am reminded of the regulations relating to the examination of teachers, I reply that as a matter of fact most of the appointments are made without any adequate examination. I do not say that as the result of this absence of test examinations many absolutely incompetent teachers receive appointments; but what I say is, that a good system of examining teachers, such a system as might be easily provided by the Board, would not only exclude all ignoramuses from the ranks of our teachers, but would not fail to secure a higher average ability than is obtained by the present unsatisfactory mode of proceeding.

One year ago I felt obliged to say with some emphasis that our school system was lamentably defective in respect to the course of study for the Grammar Schools, — that it was in this respect inferior to other systems. Thanks to the wise, prompt, and decisive action of the School Board, that deficiency no longer exists. But a programme, however good, can-

not teach its own use. The better the programme, the more need of accomplished teachers, teachers who are not obliged, for want of knowledge and mental discipline, to confine themselves to a narrow routine. The next important step of progress to be taken, in my judgment, is to provide, so far as provision can be made by wise legislation, for the election only of such teachers as possess first-rate qualifications. To my mind this is a matter of incalculable importance. It is fundamental.

While I contend that our system of schools is in the main excellent, I am compelled to acknowledge that in respect to the matter of examination of teachers it is extremely defective. In this particular we cannot stand a comparison with the other great cities of the country, — New York, Brooklyn, Philadelphia, Cincinnati, Chicago, St. Louis, and San Francisco. What we need is one responsible committee who shall be intrusted with the examination of all candidates, the appointments from among those who are approved being left, as now, to the district committees. The two objects to be accomplished by such a plan of examination are, first, to secure a broader and fairer competition for the vacancies to be filled; and second, to provide a sure guaranty against the appointment of any teacher who does not possess the requisite qualifications.

I am aware that there will be at least three objections to the proposed reform.

1. It will be asserted that the respective District Committees are fully competent to make the exami-

nations. It is far from my intention to call in question the competency of the District Committees. It is the present *system*, or rather want of system, that I find fault with, and not the qualifications of committees. But, as a matter of fact, whatever may be the qualifications of District Committees for the task of examining teachers, these qualifications are not to any considerable extent called into exercise. There are districts in which there has been scarcely one regular examination of teachers for ten or twelve years. In other districts, where examinations are held more frequently, and, it may be, conducted with the requisite ability, there is no open competition, the privilege of competing being limited to candidates specially invited.

2. It will be said that it centralizes the power too much. What power? Certainly not the power of appointing competent candidates. The records of examinations would be open for the inspection of every member of the Board, and so there would be no chance for favoritism on the part of the examining committee, even if there should be a disposition to indulge in partiality.

3. It will be affirmed that the best examination, after all only affords a guaranty of literary ability. It cannot determine the candidate's tact in the school-room. This objection answers itself. If it is to have any weight at all, it ought to be conclusive against all examinations. But no one would for a moment think of maintaining that ground. All admit the necessity of literary qualifications in a teacher, and that

the proper mode of ascertaining the degree of a candidate's literary attainments is by examination. For one, I do not believe that school-keeping tact is to be accepted as a compensation for the want of education. What we ought to demand is both adequate education and practical skill. I believe there are more failures from want of proper education than from want of natural ability.

LARGE SCHOOL-HOUSES.

Ten years ago it was thought by our school-house builders that all grammar-school houses must be four stories high, and that they must all be modelled on the parallelopiped pattern. We have about a dozen buildings in which this idea is embodied. These are, in many respects, good edifices ; but nobody now looks upon them, or climbs up to the top of them, without wishing they were different. Fortunately, this Boston notion was not destined to be perpetuated forever. In planning the Prescott school-house, better taste and better judgment prevailed, and a three-story building was the result. Since that building was erected, I have not heard any one say a word in favor of putting a school-room more than three stories high. In the last building which has been dedicated (the Rice), only two of the school-rooms are even so high as the third story. In the three Grammar-school plans which have since been approved, substantially the same arrangement prevails. This is evidently an improvement, and those gentlemen in the City Council and School Committee

who have been instrumental in bringing it about deserve the thanks of the community. The next step of improvement will be to reduce the buildings to a proper size. There seems to be a competition going on among the principal cities of the country in respect to the magnitude of the school-houses which they erect.

But the Grammar school-houses we are now building are less objectionable in respect to size than the Primary school-houses. The determination to build twelve-room Primary school-houses is now about as strong as was the determination ten years ago that no Grammar school-house should be less than four stories high. These very large Primary school-houses are in many respects very objectionable. A building with six rooms is large enough. In many cases it would be even better to build buildings with only three rooms. As specimens of school architecture, the Primary school-houses on Richmond, Appleton, and Berlin streets are highly creditable to their architects and builders. But in my judgment they are not suited to the wants of our Primary schools. They are very costly structures, but the pupils would be better accommodated in buildings of less cost and less size.

"OPTICAL DEFECTS IN SCHOOL CHILDREN."

This is the title of an admirable address delivered before the Massachusetts Teachers' Association, at its annual meeting, October 17, 1868, by Dr. Henry

W. Williams, of this city, who is well known as an oculist of the first rank. The general scope of the paper is thus stated: —

“Expressing no opinion as to what healthy children with healthy eyes may profitably be taught, I wish to show that numerous cases present themselves which require a deviation from established standards, both as to the mode and amount of study, on penalty of sacrificing the future usefulness of the scholar, and making him incapable of profiting by the knowledge he has injured his eyes to obtain.

“I would show, also, that the threatened misfortunes must be averted through the intelligence and vigilance of teachers; since, in many instances, the pupil himself will make no complaint, but will even be unconscious of the dangers he is incurring, till the mischief is beyond repair.”

Did my limits permit, I should be glad to make copious extracts from this valuable address. But I must at this time content myself with merely calling attention to it, hoping that the principal teachers, at least, may take the pains to read it, and to see that its practical suggestions are observed by their assistants. The importance of its bearing upon the hygienic management of our schools would, in my judgment, justify the furnishing of it to teachers at the public expense. It is a very thin pamphlet, and the cost per teacher would be a mere trifle.

Respectfully submitted by

JOHN D. PHILBRICK,

Superintendent of Public Schools.

SEPTEMBER, 1869.

STATISTICS

ACCOMPANYING THE SEMI-ANNUAL REPORTS OF THE
SUPERINTENDENT OF SCHOOLS FOR THE
SCHOOL YEAR

1868-69

STATISTICS OF THE SCHOOLS.

TEACHERS.

Tables showing the number of teachers of each sex in the different grades of schools, July 31, 1869.

REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Latin.....	8	..	8
English High	10	..	10
Girls' High and Normal	1	18	14
Highlands High	1	3	4
Grammar Schools.....	56	346	402
Primary Schools.....	..	307	307
Licensed Minors .....	..	2	2
Evening Schools	24	22	46
Totals.....	100	698	798

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Vocal and Physical Culture: all the Schools,	2	..	2
Military Drill: Latin and English High.....	1	..	1
Drawing: High and Grammar.....	2	..	2
French: High Schools.....	2	1	3
German: Girls' High and Normal.....	1	..	1
Music: Girls' High and Normal.....	1	..	1
Music: Grammar Schools.....	3	..	3
Music: Primary Schools.....	1	..	1
Sewing: Grammar Schools .....	..	14	14
Totals.....	13	15	28

HIGH SCHOOLS.

Semi-Annual Returns, February, 1869.

SCHOOLS.	Admitted.	Discharged.	AVERAGE WHOLE NUMBER.			Average Attendance.	Average Absence.	Per cent. of Attendance.	H'd Masters.	Masters.	Sub-Masters.	H. Assistant.	Assistant.
			Boys.	Girls.	Total.								
Latin	64	38	263	....	263	254	9	96.5	1	1	6	..	..
English High.....	7	58	385	....	385	328	7	98.0	1	3	6	.	.
Girls' High and Nor'l	220	165	....	368	368	355	13	96.0	1	..	..	2	12
Highlands High....	92	37	55	122	177	167	10	94.0	1	..	..	..	3
Totals	383	298	653	490	1,143	1,104	39	96.1 av.	4	4	12	2	15

HIGH SCHOOLS.

Semi-Annual Returns, August, 1869.

SCHOOLS.	Admitted.	Discharged.	AVERAGE WHOLE NUMBER.			Average Attendance.	Average Absence.	Per cent. of Attendance.	H'd Masters.	Masters.	Sub-Masters.	H. Assistant.	Assistant.
			Boys.	Girls.	Total.								
Latin	6	55	215	....	215	208	12	94.0	1	1	6	..	..
English High.....	0	29	286	....	286	280	6	97.6	1	3	6	..	..
Girl's H. & Normal..	16	44	....	336	336	326	10	97.0	1	..	..	2	11
Highlands High	9	46	48	100	148	137	11	93.0	1	..	..	1	2
Totals	31	174	549	436	985	946	39	95.4	4	4	12	3	13

NUMBER OF BOYS ADMITTED TO THE ENGLISH HIGH SCHOOL FROM THE GRAMMAR SCHOOLS DURING THE YEARS
1844-1869.

SCHOOLS	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.
Adams	9	10	10	7	9	9	6	11	11	0	0	0	0	1	2	7	5	3	1	7	2	7	8	4	18	1
Bigelow (Hawes)	7	4	1	2	6	7	4	3	4	6	6	7	8	9	15	10	9	6	3	6	4	13	13	19	16	21
Boylston	6	5	2	4	4	1	3	0	2	2	1	1	0	0	0	3	4	3	0	2	4	9	2	4	14	2
Brimmer	1	2	3	7	4	10	11	5	11	8	10	16	10	19	13	19	25	19	13	18	15	23	24	33	27	21
Chapman .....	..	..	..	..	..	0	0	3	1	3	3	3	2	1	3	2	5	6	1	3	6	3	4	12	17	9
Dwight	0	0	0	1	4	2	3	4	3	4	3	3	5	1	7	5	9	13	20	14	45	34	35	33	23	27
Ellot	8	9	6	9	2	6	2	0	4	9	9	9	7	8	4	3	4	4	3	8	6	8	13	8	9	20
Latin	0	1	2	5	4	0	0	0	4	3	5	5	2	8	2	1	0	6	6	2	4	3	3	2	3	1
Lawrence .....	..	..	..	..	..	..	..	..	..	..	..	..	0	0	0	6	4	2	5	1	2	1	7	5	6	14
Lincoln .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	6	3	4	3	6	3	8	5	17	15
Lyman	0	3	5	4	..	6	1	2	0	4	3	2	1	0	0	2	2	2	0	0	0	1	5	7	6	6
Mayhew	7	9	3	4	8	6	11	8	11	14	7	3	6	13	6	9	7	6	5	6	9	8	15	11	7	10
Phillips	0	4	10	10	13	8	9	7	7	7	6	6	3	5	8	7	9	9	13	2	13	7	13	7	9	10
Prescott .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	9	6
Quincy .....	..	..	..	0	2	3	10	8	11	12	4	11	8	18	14	8	9	6	5	11	7	16	16	10	12	12
Rice .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	18

GRAMMAR SCHOOLS.

Semi-Annual Returns, February, 1869.

SCHOOLS.	Admitted.	Discharged.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Sew'g Teachers.
			Boys.	Girls.	Total.									
Adams . .	346	310	324	274	598	563	35	94.0	1	1	.	4	8	1
Bigelow . .	612	462	693	440	1,133	1,077	56	94.0	1	1	1	5	16	1
Bowditch . .	459	487	..	862	862	809	53	94.2	1	.	.	5	14	1
Bowdoin . .	254	210	..	512	512	479	33	93.0	1	.	.	3	8	.
Boylston . .	171	170	487	..	487	461	26	94.5	1	1	1	1	8	.
Brimmer . .	358	245	676	..	676	643	33	95.0	1	1	1	2	11	.
Chapman . .	224	256	243	221	469	445	24	95.0	1	1	.	4	5	1
Comins . .	28	186	398	401	799	733	56	93.0	1	1	.	4	8	1
Dearborn . .	476	482	379	377	756	696	60	92.0	1	1	.	3	10	1
Dudley . .	251	306	..	356	356	334	22	94.0	1*	.	.	2	4	1
Dwight . .	172	74	734	..	734	705	29	95.8	1	1	1	2	10	.
Ellot . . .	480	378	726	..	726	701	25	97.0	1	1	1	2	11	.
Everett . .	297	355	..	736	736	614	42	94.4	1	.	.	4	10	1
Franklin . .	385	548	..	782	782	732	50	92.8	1	.	.	4	12	1
Hancock . .	272	479	..	884	884	860	24	98.0	1	.	.	5	13	1
Lawrence . .	345	294	729	..	729	712	17	97.6	1	1	1	2	12	.
Lewis . . .	399	29	182	190	372	346	26	93.0	1	1	.	3	4	1
Lincoln . .	209	160	423	313	736	696	40	94.0	1	1	.	4	8	1
Lyman . .	272	230	298	180	478	448	30	93.9	1	1	.	3	6	1
Mayhew . .	358	299	533	..	533	495	38	92.5	1	1	1	1	9	.
Norcross . .	470	294	..	631	631	613	18	97.0	1	.	.	3	9	1
Phillips . .	159	151	581	..	581	536	45	91.6	1	1	1	1	8	.
Prescott . .	496	376	291	271	562	528	34	94.0	1	1	.	4	6	.
Quincy . .	347	301	634	..	634	599	35	94.5	1	1	1	2	10	.
Rice . . .	420	263	509	..	509	488	21	95.7	1	1	1	2	8	.
Washington	275	279	436	..	436	415	21	94.3	1	1	.	3	4	.
Wells . . .	176	145	..	490	490	469	21	96.0	1	.	.	3	7	.
Winthrop . .	447	692	..	838	838	754	84	90.0	1	.	.	5	12	1
Totals . .	9,367	8,461	9,271	8,768	18,029	17,031	998	94.3 av.	28	19	10	86	251	15

*Female Principal.

GRAMMAR SCHOOLS.

Semi-Annual Returns, August, 1869.

SCHOOLS.	Admitted.	Discharged.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	New'tg Teach'rs.
			Boys.	Girls.	Total.									
Adams . . .	233	248	362	276	638	592	46	92.8	1	1	.	4	8	1
Bigelow . .	453	706	721	464	1,185	1,108	77	95.0	1	1	1	5	18	1
Bowditch . .	371	415	.	828	828	767	61	92.4	1	.	.	5	14	1
Bowdoin . .	190	225	.	531	531	487	44	91.0	1	.	.	3	8	.
Boylston . .	99	164	446	.	446	422	24	94.0	1	1	.	1	7	.
Brimmer . .	234	316	669	.	669	634	35	94.7	1	1	1	2	11	.
Chapman . .	71	46	261	223	484	449	35	92.5	1	1	.	4	5	1
Comins . . .	170	80	424	384	808	758	50	93.5	1	1	.	4	10	1
Dearborn . .	261	326	340	357	697	637	60	91.4	1	1	.	3	10	1
Dudley . . .	181	218	.	361	361	329	32	91.0	1	.	.	2	5	1
Dwight . . .	108	304	733	.	733	694	39	94.4	1	1	1	2	11	.
Ellot	325	378	751	.	751	719	32	96.0	1	1	1	2	11	.
Everett . . .	88	619	.	706	706	659	47	92.6	1	.	.	4	10	1
Franklin . .	409	649	.	762	762	704	58	95.4	1	.	.	4	12	1
Hancock . .	391	599	.	883	883	854	29	96.0	1	.	.	5	13	1
Lawrence . .	272	293	765	.	765	745	20	97.5	1	1	1	2	12	.
Lewis	129	168	197	203	400	377	23	94.0	1	1	.	3	5	1
Lincoln . . .	132	84	427	314	741	692	49	93.0	1	1	.	4	9	1
Lyman	118	243	270	170	440	405	35	92.6	1	1	.	3	6	1
Mayhew . . .	224	318	539	.	539	492	47	90.8	1	1	1	1	9	.
Norcross . .	272	323	.	650	650	633	17	98.0	1	.	.	3	10	.
Phillips . . .	100	160	613	.	613	554	59	90.2	1	1	1	1	8	.
Prescott . .	256	331	297	273	570	528	42	92.7	1	1	.	4	7	.
Quincy . . .	248	266	674	.	674	633	41	93.8	1	1	1	2	10	.
Rice	194	366	503	.	500	475	25	94.7	1	.	1	2	8	.
Washington .	143	161	403	.	403	378	25	94.0	1	1	.	3	4	.
Wells	169	218	.	479	479	455	24	95.0	1	.	.	3	7	.
Winthrop . .	334	556	.	802	802	716	86	89.0	1	.	.	5	12	.
Totals . .	6,325	8,780	9,392	8,663	18,158	16,896	1,165	93.5 av.	28	19	9	86	260	14

* Female Principal.

GRAMMAR SCHOOLS.

Table showing the number in each Class, the number of different ages, and the whole number in each Grammar School, July 31, 1899.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. March 1, 1899.	Whole No. July, 1899.	Under 8 years.	Between 8 and 10 years.	Between 10 and 12 years.	Between 12 and 14 years.	Between 14 and 16 years.	Over 16 years.
Adams . .	23	35	129	104	89	191	685	571	..	118	209	169	42	33
Bigelow . .	77	78	197	212	151	350	1,261	1,065	7	257	370	287	86	58
Bowditch . .	32	85	82	82	170	310	925	761	8	172	274	246	81	30
Bowdoin . .	53	70	82	86	88	90	566	464	5	81	131	137	48	62
Boylston . .	23	64	79	79	78	88	514	406	8	93	141	129	27	7
Brimmer . .	75	55	48	95	114	108	733	490	3	106	178	117	56	30
Chapman . .	28	14	35	51	75	86	520	289	2	75	87	84	23	18
Comins . .	26	58	104	114	231	253	696	786	..	..	..	..	..	..
Dearborn . .	54	76	80	95	96	214	680	615	1	87	248	187	61	31
Dudley . .	40	47	40	37	49	92	342	305	..	54	96	96	26	33
Dwight . .	33	107	94	149	100	66	745	549	4	96	208	178	45	18
Ellet	29	82	75	80	186	201	831	653	10	150	246	194	38	15
Everett . .	44	37	29	54	59	94	791	317	19	57	89	71	68	13
Franklin . .	33	69	61	46	95	223	767	527	4	87	178	144	55	59
Hancock . .	34	81	132	132	149	156	1,005	634	14	149	255	156	43	17
Lawrence . .	27	40	76	171	187	196	718	697	13	150	248	205	55	26
Lewis . . . .	..	45	67	90	87	85	413	374	2	46	154	104	37	31
Lincoln . .	81	80	81	86	144	161	790	638	..	..	..	..	..	..
Lyman . .	36	38	52	62	69	85	488	342	..	31	154	118	21	18
Mayhew . .	18	62	34	33	110	176	527	433	7	103	164	120	22	17
Norcross . .	35	34	88	99	138	168	710	562	5	142	224	111	53	28
Phillips . .	42	49	109	112	109	99	680	520	7	180	151	100	58	24
Prescott . .	27	25	86	87	83	183	571	494	..	81	147	165	50	51
Quincy . . .	35	39	70	135	137	188	622	604	4	151	225	176	35	18
Rice	30	21	27	51	92	117	510	338	1	102	108	91	27	9
Washington	69	83	97	117	..	..	371	366	3	53	132	107	48	13
Wells . . .	37	42	46	94	75	135	523	429	1	54	132	132	52	58
Winthrop . .	46	48	747	107	143	231	851	649	3	127	232	169	54	64

PRIMARY SCHOOLS.

Semi-Annual Returns, February, 1869.

DISTRICTS.	Schools.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent. of Attendance.	Between 6 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.						
Adams	8	289	157	426	390	36	91.5	281	153	434
Bigelow	14	350	368	718	651	67	90.6	403	321	724
Bowditch	11	228	242	470	418	52	88.9	322	141	463
Bowdoin	9	164	242	406	371	35	90.7	257	159	416
Boylston	13	234	218	452	426	26	94.1	313	148	461
Brimmer	13	237	238	525	466	59	88.8	311	217	528
Chapman	10	290	186	476	441	35	92.8	287	196	483
Comins	21	563	554	1,117	1,000	117	89.4	561	534	1,096
Dearborn	15	427	340	767	669	98	87.2	401	361	762
Dwight	6	139	133	272	246	26	90.4	201	92	293
Elliot	15	448	284	732	682	50	96.2	406	342	747
Everett	10	285	222	507	462	45	90.5	283	242	525
Franklin	9	255	241	496	451	45	90.9	302	204	506
Hancock	19	435	566	1,001	954	47	94.9	648	359	1,007
Lawrence	10	339	157	496	463	28	94.3	386	129	515
Lewis	8	209	129	338	297	41	87.6	181	144	325
Lincoln	14	400	296	696	637	59	90.8	400	258	658
Lyman	7	224	135	359	333	26	92.9	209	167	376
Mayhew	10	278	151	429	393	46	89.1	204	221	425
Norcross	11	324	254	578	553	25	96.5	294	300	594
Phillips	8	202	115	317	285	32	89.4	155	168	323
Prescott	9	242	198	440	406	34	92.1	239	193	432
Quincy	12	258	250	508	454	54	89.3	264	224	488
Rice	9	248	209	457	419	38	90.1	286	172	458
Washington & Dudley	12	318	309	627	572	55	91.2	331	295	626
Wells	12	271	286	557	516	41	92.4	348	213	571
Winthrop	11	222	213	435	394	41	90.3	287	156	444
Training School	3	62	66	128	111	17	87.5	75	50	125
Totals	309	7,971	6,750	14,730	13,455	1,275	90.9 av.	8,644	6,159	14,803

PRIMARY SCHOOLS.

Semi-Annual Returns, August, 1869.

DISTRICTS.	Schools.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent. of Attendance.	Between 6 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.						
Adams	8	263	141	404	367	37	90.5	278	114	392
Bigelow	14	358	343	701	628	73	89.2	417	281	698
Bowditch	11	215	240	455	410	45	88.4	271	170	441
Bowdoin	9	143	219	362	323	39	87.0	300	136	336
Boylston	11	193	184	377	357	20	94.0	281	106	387
Brimmer	13	269	200	469	411	58	86.6	283	146	429
Chapman	10	284	175	459	425	34	90.0	291	146	437
Comins	21	528	535	1,063	929	134	86.8	564	485	1,049
Dearborn	15	417	362	779	681	98	87.1	435	359	794
Dwight	6	130	133	263	237	26	89.2	179	93	272
Elliot	15	432	299	731	681	50	92.7	419	287	706
Everett	10	260	217	477	433	44	90.2	262	211	473
Franklin	9	270	227	497	453	44	90.1	267	159	426
Hancock	19	421	505	926	882	44	94.8	626	279	905
Lawrence	10	472	. . .	472	451	21	95.6	314	155	469
Lewis	8	211	132	343	307	36	89.3	238	123	361
Lincoln	14	418	286	704	643	61	90.9	452	263	715
Lyman	7	236	130	366	339	27	91.7	184	175	359
Mayhew	10	243	140	383	335	48	86.3	207	189	396
Norcross	12	220	387	607	572	35	94.4	362	193	555
Phillips	8	180	117	297	254	43	85.3	146	137	283
Prescott	9	219	178	397	366	31	91.6	236	168	404
Quincy	12	244	227	471	420	51	89.0	311	150	461
Rice	9	222	200	422	390	32	91.7	264	173	437
Washington & Dudley	12	293	297	590	535	55	90.1	277	289	566
Wells	12	245	262	507	564	43	91.7	310	164	474
Winthrop	10	211	199	410	361	49	88.5	249	121	370
Training Schools . . .	8	56	50	106	93	13	87.6	52	29	81
Totals	307	7,653	6,385	14,038	12,747	1,291	90.0 av.	8,405	5,301	13,706

The following Table shows the number of persons in the city between the ages of five and fifteen, for ten years, and also the amount received by the city, in each year, from the State School Fund : —

YEARS.	Persons between Five and Fifteen Years of Age.	Proportion of Income from School Fund.
1860.....	32,641	\$6,185 76
1861.....	31,678	6,045 90
1862.....	32,929	5,926 35
1863.....	32,147	6,364 99
1864.....	32,854	6,430 63
1865.....	34,902	6,750 44
1866.....	35,225	8,082 08
1867.....	36,030	5,810 30
1868.....	43,109	11,545 13
1869.....	42,624	8,171 38

The following Table shows the average whole number, the average attendance, and the per cent. of attendance, of the public schools of all grades, for ten years, ending July 31, 1869 : —

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1859-60.....	25,315	22,304	88.1
1860-61.....	26,488	24,152	91.1
1861-62.....	27,081	24,544	90.6
1862-63.....	27,051	24,516	90 6
1863-64.....	26,961	24,617	91.6
1864-65.....	27,095	25,001	93.0
1865-66.....	27,723	25,809	93.5
1866-67.....	28,126	26,263	94.0
1867-68.....	32,885	30,399	92.7
1868-69.....	33,535	31,126	93.3

The following Table shows the aggregate of the average whole number and attendance of the pupils of the HIGH SCHOOLS, for ten years, ending July 31, 1869:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1859-60.....	630	608	96.5
1860-61.....	667	635	95 2
1861-62.....	755	725	96.0
1862-63.....	733	696	94.9
1863-64.....	527	691	94.5
1864-65.....	740	712	96.1
1865-66.....	776	751	96.2
1866-67.....	873	845	96.7
1867-68.....	1,050	977	95.7
1868-69.....	1,064	1,025	95.7

The following Table shows the aggregate of the average whole number and attendance of the GRAMMAR SCHOOLS, for ten years, ending July 31, 1869:

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1859-60.....	11,608	10,804	93.0
1860-61.....	12,495	11,692	93.6
1861-62.....	13,064	12,264	93.9
1862-63.....	13,347	12,439	93.1
1863-64.....	13,523	12,601	92.8
1864-65.....	13,915	13,110	93.8
1865-66.....	14,394	13,620	94 2
1866-67.....	14,849	14,026	94.1
1867-68.....	17,450	16,362	93.3
1868-69.....	18,043	16,963	93.9

The following Table shows the aggregate of the average whole number and attendance of the pupils of the PRIMARY SCHOOLS for ten years, ending July 31, 1869:—

YEARS.	Average Whole Number.	Average Attendance.	Per Cent.
1859-60.....	13,077	10,892	83.6
1860-61.....	13,326	11,825	88.7
1861-62.....	13,262	11,556	87.1
1862-63.....	12,971	11,412	89.4
1863-64.....	12,713	11,325	87.5
1864-65.....	12,440	11,179	89.1
1865-66.....	12,553	11,438	90.3
1866-67.....	12,405	11,393	91.1
1867-68.....	14,385	13,060	89.3
1868-69.....	14,384	13,101	90.4

The following Table shows the number of PRIMARY SCHOOLS, the average number and the average attendance to a school, for ten years, ending July 31, 1869:—

YEARS.	Schools and Teachers.	Average No. to a school.	Average Attendance to a School.
1859-60.....	223	56.0	47.0
1860-61.....	250	53.0	47.0
1861-62.....	250	53.0	46.0
1862-63.....	254	51.0	45.0
1863-64.....	254	50.0	44.5
1864-65.....	257	48.4	43.5
1865-66.....	256	49.0	44.7
1866-67.....	259	47.8	43.9
1867-68.....	303	47.4	43.1
1868-69.....	307	46.8	42.6

SCHOOL CENSUS.

Table showing the number of Children in each Ward between five and fifteen years of age, and the number at school, May 1869.

WARDS.	Children between the ages of 5 and 15.	Attend Public Schools.	Attend Private Schools.
No. 1	4,598	3,635	433
" 2	4,661	3,486	380
" 3	2,262	1,871	237
" 4	1,087	733	205
" 5	3,170	2,713	64
" 6	1,546	1,037	299
" 7	5,887	4,540	549
" 8	1,566	1,231	131
" 9	1,762	1,400	110
" 10	2,203	1,720	191
" 11	2,575	1,715	503
" 12	3,593	2,780	423
" 13	1,781	1,422	26
" 14	2,021	1,458	214
" 15	3,534	2,713	56
Deer Island	288	288	....
Thompson's Island.....	90	....	90
Totals.....	42,624	32,742	3,911

EXPENDITURES.

Table showing the net TOTAL expenses of the City, for Education, for sixteen years, from May 1, 1853, to April 30, 1869, inclusive.

Financial Year.	Salaries of Teachers.	Incidental Expenses.	Cost of School-houses.	Total Expenditure.
1853-54	\$192,704 05	\$57,960 46	\$22,587 24	\$273,251 75
1854-55	222,970 41	62,350 50	103,814 73	389,135 64
1855-56	224,026 22	67,380 06	149,732 80	441,139 08
1856-57	225,730 57	72,037 71	51,299 26	349,067 54
1857-58	258,445 34	86,849 27	225,000 00	570,294 61
1858-59	268,668 27	86,098 21	105,186 42	459,952 90
1859-60	277,683 46	95,985 15	144,202 67	517,871 28
1860-61	286,833 93	111,446 31	230,267 04	628,549 28
1861-62	300,181 28	108,245 08	166,181 50	574,567 84
1862-63	310,632 43	115,641 97	107,812 74	534,037 14
1863-64	324,698 51	140,712 56	5,870 87	471,281 94
1864-65	372,430 84	180,734 00	90,609 84	643,774 68
1865-66	403,300 82	172,520 76	200,532 64	776,375 22
1866-67	492,796 66	186,908 83	101,575 09	781,280 60
1867-68	548,615 90	224,090 51	188,790 80	961,497 51
1868-69	719,628 04	263,048 96	346,610 78	1,329,287 78

EXPENDITURES.

Annual Expenditures for the Public Schools of Boston for the last sixteen financial years, ending 30th of April, in each year, exclusive of the cost of the School-houses; also the average whole number of scholars for each school year ending July 31.

Financial Year.	No. of Scholars.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total Rate per Scholar
1853-54..	22,528	\$192,704 05	\$8.55	\$57,960 46	\$2.57	\$11.12
1854-55..	23,439	222,970 41	9.51	62,350 50	2.66	12.17
1855-56..	23,749	224,026 22	9.43	67,380 06	2.84	12.27
1856-57..	24,231	225,730 57	9.32	72,087 71	2.97	12.29
1857-58..	24,732	258,445 34	10.45	86,849 27	3.51	13.96
1858-59..	25,453	268,668 27	10.56	86,098 21	3.38	13.94
1859-60..	25,328	277,683 46	10.96	95,985 15	3.79	14.75
1860-61..	26,488	286,835 93	10.82	111,446 31	4.21	15.03
1861-62..	27,081	300,181 28	11.08	108,245 06	4.00	15.08
1862-63..	27,051	310,632 43	11.50	115,641 97	4.27	15.77
1863-64..	26,960	324,698 51	12.04	140,712 56	4.85	16.89
1864-65..	27,095	372,430 84	13.74	180,734 00	6.67	20.41
1865-66..	27,723	403,300 82	14.54	172,520 76	6.22	20.77
1866-67..	28,126	492,796 66	17.52	186,908 85	6.64	24.16
1867-68..	32,885	548,615 90	16.68	224,090 51	6.81	23.49
1868-69..	33,535	719,628 04	21.45	263,048 96	7.84	29.29

CLASSIFICATION OF PUPILS IN THE GRAMMAR SCHOOLS, FEB. 28, 1869.

ADAMS SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	40	40	14	9
1	2	26	..	26	14	9
2	1	47	..	47	13	3
2	1	..	47	47	14	3
2	2	49	..	49	12	5
3	1	..	50	50	12	6
3	1	48	..	48	11	8
3	2	..	41	41	11	0
3	2	52	..	52	10	9
4	1	..	49	49	10	0
4	1	52	..	52	10	4
4	2	..	41	41	10	4
4	2	55	..	55	9	9

BIGELOW SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	45	45	14	7
1	1	46	..	46	14	5
1	2	..	51	51	13	10
1	2	52	..	52	13	3
2	1	53	..	53	13	0
2	1	37	15	52	12	4
2	2	54	..	54	13	0
2	2	..	56	56	12	6
2	2	21	20	41	11	0
3	1	60	..	60	11	9
3	1	..	60	60	11	10
3	1	29	20	49	11	7
3	2	58	..	58	12	0
3	2	34	14	48	11	0
3	3	48	..	48	10	6
3	3	..	62	62	11	0
4	1	53	..	53	10	0
4	2	54	..	54	10	0
4	2	..	54	54	9	10
4	2	26	19	45	10	0
4	3	46	..	46	9	9
4	3	31	21	53	9	0

BOWDITCH SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	40	..	14	3
1	2	..	34	..	13	10
1	3	..	44	..	14	2
2	1	..	40	..	12	10
2	2	..	47	..	12	7
2	8	..	46	..	11	8
2	4	..	52	..	11	11
3	1	..	44	..	11	10
3	2	..	50	..	11	9
3	3	..	50	..	10	11
3	4	..	49	..	11	0
4	1	..	46	..	11	0
4	2	..	50	..	11	0
4	3	..	54	..	10	6
4	4	..	46	..	10	1
4	5	..	53	..	9	5
4	6	..	51	..	9	6
4	7	..	29	..	12	4

BOWDOIN SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	59	..	14	11
1	2	..	48	..	14	1
1	3	..	46	..	13	11
2	1	..	52	..	13	6
2	2	..	52	..	12	3
3	1	..	48	..	11	9
3	2	..	42	..	11	7
3	3	..	35	..	12	8
4	1	..	39	..	10	8
4	2	..	44	..	10	1
4	3	..	46	..	9	8

BOYLSTON SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	28	..	28	14	0
1	2	43	..	43	13	2
2	1	45	..	45	12	6
2	2	48	..	48	12	3
3	2	41	..	41	12	0
3	1	45	..	45	11	6
4	1	41	..	41	10	2
4	2	44	..	44	10	0
4	2	46	..	46	10	6
4	4	41	..	41	9	4
4	5	50	..	50	9	7

BRIMMER SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	38	..	38	14	6
1	2	60	..	60	13	8
1	3	49	..	49	13	4
2	1	50	..	50	12	2
2	2	48	..	48	12	8
2	3	42	..	42	12	9
3	1	49	..	49	11	11
3	2	42	..	42	11	4
3	3	47	..	47	11	5
3	4	44	..	44	10	2
4	1	44	..	44	11	3
4	2	44	..	44	10	5
4	3	42	..	42	10	0
4	4	41	..	41	9	0
4	5	40	..	40	9	0

CHAPMAN SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	42	42	14	6
1	1	41	..	41	13	10
1 & 2	1	..	48	48	13	6
1 & 2	1	37	..	37	14	0
2 & 3	1	55	..	55	10	3
2 & 3	1	..	58	58	12	2
3	1	..	56	56	10	9
4	1	18	24	42	9	1
3	1	50	..	50	10	0
4	1	56	..	56	10	0

COMINS SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	8	43	24	14	4
1	1 & 2	48	..	48	14	1
2	1	..	52	52	13	6
2	1	57	..	57	12	5
3	1	..	56	56	12	6
3	1	57	..	57	12	0
3	2	..	60	60	11	7
3	2	63	..	63	11	5
4	1	..	55	55	11	8
4	2	..	56	56	10	4
4	1	62	..	62	11	5
4	2	67	..	67	10	6
Ungraded		26	18	44		

DEARBORN SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	30	30	1	45
1	1	33	..	33	14	3
2	1	..	35	35	14	2
2	1	39	..	39	1	32
2	2	..	47	47	13	0
2	2	46	..	46	12	7
3	1	..	54	54	12	0
3	1	49	..	49	12	0
3	2	..	53	53	11	5
3	2	58	..	58	11	0
4	1	..	60	60	10	7
4	1	58	..	58	10	6
4	2	..	63	63	10	0
4	2	55	..	55	10	0

DUDLEY SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	48	48	14	6
2	1	..	58	58	13	7
3	1	..	56	56	12	6
3	2	..	63	63	11	0
4	1	..	62	62	11	0
4	2	..	66	66	10	3

DWIGHT SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	45	..	45	14	9
1	1	45	..	45	14	9
1	2	58	..	58	14	1
1	3	57	..	57	13	9
2	1	54	..	54	13	3
2	2	46	..	46	12	9
2	3	52	..	52	12	1
3	1	53	..	53	12	4
3	2	57	..	57	11	1
3	3	57	..	57	11	5
3	4	51	..	51	10	2
4	1	52	..	52	11	0
4	2	57	..	57	10	2
4	3	51	..	51	10	6
4	4	52	..	52	9	2

ELIOT SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	35	..	34	14	3
1	2	43	..	42	13	9
2	1	48	..	48	13	2
2	2	50	..	50	12	10
2	3	44	..	43	12	2
2	4	47	..	47	12	5
3	1	51	..	50	11	10
3	2	50	..	50	11	8
3	3	53	..	51	11	0
3	4	53	..	54	11	7
4	1	47	..	46	10	5
4	2	55	..	53	10	10
4	3	48	..	48	10	3
4	4	44	..	46	10	1
4	2	45	..	44	10	7

EVERETT SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	51	51	15	0
1	2	..	51	51	14	11
1	3	..	54	54	14	4
2	1	..	53	53	13	6
2	2	..	60	60	13	0
2	3	..	51	51	12	8
3	1	..	56	56	12	2
3	2	..	51	51	11	11
3	3	..	54	54	11	3
3	4	..	54	54	11	1
4	1	..	57	57	10	11
4	2	..	55	55	10	9
4	3	..	50	50	9	10
4	4	..	49	49	9	7

FRANKLIN SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	39	39	15	3
1	2	..	54	54	15	0
1	3	..	52	52	14	4
2	1	..	52	52	13	7
2	2	..	52	52	13	3
2	3	..	55	55	12	10
3	1	..	47	47	12	4
3	2	..	48	48	12	2
3	3	..	59	59	11	4
3	4	..	54	54	11	8
4	1	..	46	46	10	7
4	2	..	50	50	10	8
4	3	..	40	40	10	9
4	4	..	48	48	9	7
Colony	A.	..	45	45	10	11
"	B.	..	44	44	9	9

HANCOCK SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	35	35	14	6
1	2	..	39	39	13	5
1	3	..	41	41	13	1
1	4	..	45	45	13	7
2	1	..	45	45	12	8
2	2	..	47	47	12	6
2	3	..	49	49	12	1
2	4	..	48	48	11	9
3	1	..	49	49	11	8
3	2	..	51	51	11	10
3	3	..	52	52	11	2
3	4	..	49	49	11	3
4	1	..	54	54	10	7
4	2	..	54	54	10	7
4	3	..	52	52	10	3
4	4	..	48	48	9	5
4	5	..	56	56	9	9
4	6	..	57	57	9	8

LAWRENCE SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	36	..	36	14	3
1	2	46	..	46	13	8
2	1	41	..	41	13	3
2	2	37	..	37	13	0
2	3	40	..	40	12	8
3	1	50	..	50	12	5
3	2	53	..	53	12	1
3	3	55	..	55	11	10
3	4	41	..	41	11	0
4	1	44	..	44	11	0
4	2	53	..	53	10	7
4	3	49	..	49	10	9
4	4	41	..	41	10	1
4	5	43	..	43	9	6
4	6	46	..	46	9	11
4	7	41	..	41	8	10

LEWIS SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	38	38	14	7
2	1	..	50	50	13	2
3	1	..	48	48	11	8
4	1	..	54	54	10	6
1	1	42	..	42	14	5
2	1	47	..	47	12	9
3	1	47	..	47	11	10
4	1	44	..	44	10	10

LINCOLN SCHOOL.

Class.	District.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	50	..	50	14	7
1	1	..	40	40	14	9
2	1	55	..	55	13	6
2	1	..	57	57	13	5
2	2	49	..	49	12	9
2	2	..	55	55	12	4
3	1	52	..	52	11	9
3	1	..	55	55	11	11
3	2	51	..	51	10	1
3	2	..	51	51	11	1
4	1	58	..	58	10	6
4	1	..	57	57	9	0
4	2	50	..	50	9	0
4	2	50	..	50	10	2

LYMAN SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	30	30	14	9
1	1	37	..	37	13	2
2	1	53	..	53	13	1
3	1	49	..	49	12	0
3	2	50	..	50	11	0
4	1	54	..	54	10	0
4	2	57	..	57	9	0
2	1	..	52	52	13	1
3	1	..	50	50	11	0
4	1	..	53	53	10	11

MAYHEW SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	27	..	27	14	5
1	2	36	..	36	13	9
1	3	47	..	47	13	0
2	1	38	..	38	12	8
2	2	46	..	46	12	5
3	1	41	..	41	11	8
3	2	46	..	46	11	6
3	3	47	..	47	11	5
4	1	52	..	52	10	7
4	2	51	..	51	10	3
4	3	54	..	54	12	9
4	4	51	..	51	9	3

NORCROSS SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	38	38	14	10
1	2	..	43	43	13	6
2	1	..	59	59	13	9
2	2	..	55	56	12	9
2	3	..	48	48	12	0
3	1	..	52	52	11	6
3	2	..	51	51	11	4
3	3	..	58	58	11	4
4	1	..	58	58	11	3
4	2	..	60	60	10	4
4	3	..	60	60	10	2
4	4	..	58	58	10	1

PHILLIPS SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	42	..	..	14	1
1	2	55	..	..	14	0
1	3	56	..	..	13	3
2	1	57	..	..	12	0
2	2	52	..	..	11	4
3	1	54	..	..	11	0
3	2	49	..	..	13	0
4	1	50	..	..	10	9
4	2	57	..	..	9	6
4	3	54	..	..	9	3
4	4	51	..	..	12	0

PRESCOTT SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	36	35	14	9
1	1	36	..	36	14	6
2	1	45	..	45	12	11
2	1	..	46	46	13	9
2	2	48	..	48	12	6
2	2	..	49	49	12	7
3	1	63	..	63	12	2
3	1	..	67	67	11	11
4	1	53	..	53	10	6
4	1	..	75	75	11	1
4	2	55	..	55	10	3

QUINCY SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	36	..	..	13	7
1	2	45	..	..	13	0
2	1	46	..	..	12	5
2	2	45	..	..	11	11
2	3	53	..	..	12	1
3	1	50	..	..	11	10
3	2	40	..	..	11	4
3	3	38	..	..	11	4
3	4	37	..	..	11	2
4	1	41	..	..	10	9
4	2	44	..	..	10	2
4	3	54	..	..	10	11
4	4	44	..	..	9	5
4	5	40	..	..	10	0

RICE SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	40	..	40	13	8
1	2	48	..	48	14	5
2	1	56	..	56	12	7
2	2	50	..	50	12	5
3	1	42	..	42	11	11
3	2	48	..	48	11	10
3	3	47	..	47	10	11
4	1	39	..	39	11	4
4	2	37	..	37	10	1
4	3	43	..	43	10	5
4	4	38	..	38	9	6
4	5	36	..	36	9	9

WASHINGTON SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	39	..	39	14	6
1	2	45	..	45	13	2
2	3	43	..	43	12	6
2	4	55	..	55	12	4
3	5	45	..	45	11	8
3	6	56	..	56	11	1
4	7	59	..	59	10	0
4	8	30	..	30	10	8

WELLS SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	38	38	15	1
1	2	..	55	55	14	4
1	3	..	53	53	12	0
2	1	..	56	56	13	1
2	2	..	52	52	12	0
3	1	..	44	44	12	5
3	2	..	52	52	11	3
4	1	..	45	45	10	10
4	2	..	49	49	9	1
4	3	..	40	40	9	10

WINTHROP SCHOOL.

Class.	Division.	Number Belonging.			Average Age.	
		Boys.	Girls.	Total.	Yrs.	Mos.
1	1	..	52	52	15	4 $\frac{1}{2}$
1	2	..	37	37	15	4
1	3	..	46	46	14	4
2	1	..	45	45	13	8
2	2	..	51	51	13	8
2	3	..	53	53	12	5
2	4	..	55	55	13	6
3	1	..	49	49	12	6
3	2	..	57	57	11	8
3	3	..	59	59	11	0
3	4	..	55	55	10	6
4	1	..	57	57	10	0
4	2	..	57	57	10	0
4	3	..	52	52	9	8
4	4	..	48	48	9	0
Ungraded.		..	46	46	15	9

ANNUAL SCHOOL FESTIVAL.

THE Annual School Festival was held in Music Hall on the afternoon of Tuesday, the twentieth of July, under the direction of the following Special Committee, appointed for the purpose: Henry S. Washburn, chairman; Henry C. Hunt, William B. Merrill, John A. Lamson, C. C. Emery, Christopher A. Connor, John F. Jarvis, George D. Ricker, and Patrick O'Connell. Invitations were extended as usual to the City Council and heads of departments, the School Committee, all the teachers of the public schools and the medal scholars, together with all the pupils of the High and Grammar Schools who had received the graduating diploma at the recent exhibitions. A few invitations were also extended to State officials and distinguished citizens.

The decorations were limited to the platform, where Mr. Doogue, the florist, made a beautiful display of tropical plants, in connection with three large stands containing nearly a thousand beautiful bouquets for the pupils present. The adults occupied the floor of the hall, from which the seats had been removed, while the pupils were seated in the balconies, the long tiers of young ladies encircling the spacious hall, pre-

senting a beautiful appearance, in their white dresses, contrasting with bright-colored sashes and ribbons. Music was furnished by Gilmore's orchestra.

Mr. Washburn presided on the occasion with his usual tact and propriety. Prayer was offered by Rev. J. H. Twombly, Superintendent of Schools of Charlestown. A brief period was then occupied in addresses by the chairman and others, interspersed with music. The graduates of each school, headed by their master, were then marched over the platform, where they were individually introduced to His Honor the Mayor, who placed in their hands the bouquets which had been provided for them. At the conclusion of this interesting ceremony, which was enlivened by music from the orchestra, the pupils passed to Bumstead Hall, where a bountiful collation was served to them by their masters; the adults in the mean time refreshing themselves with a fine spread in the main hall. After the collation, the floor of the hall was given up to the pupils and their friends, for promenading and dancing.

ADDRESS OF MR. WASHBURN.

When the School Board, a few evenings since, voted to anticipate by a week the time fixed for this festival in its Rules and Regulations, the Committee of Arrangements having the matter in charge could not see how it could be possible for them to meet the requirements of the occasion. The hall, the music, the flowers, and the refreshments were all

engaged for the 27th instant. The hall, it was presumed, could at this season of the year be obtained without difficulty; and the refreshments, with a caterer to provide them who has often been weighed in the balances and never found wanting, would be forthcoming. But for the band, and Gilmore's was the one desired, we were not so confident. It was known that it was engaged for the Commencement at Dartmouth this week, and it could not, it was said, be in two places at one and the same time. A moment's reflection, however, assured us that even this, enigma as it may seem, were possible, for Gilmore's Band is a noun of multitude, and embraces, I had almost said, the universe. As soon may you count the stars of the firmament as to number it. Would not he who has so recently stirred a continent, and called forth from every city, and town, and hamlet of our fair domain, the gentle messenger of song and music, be equal to any emergency? So, too, for the floral department. We might be able to make other matters bend to our will, but who can paint the lilies of the field, or cause the rose to bud and blossom at his pleasure? And yet, somehow, we had faith that the florist would intertwine into his bouquets the buds which were to open into flowers the coming week, rendering them thereby, after all, the more beautiful and suggestive of those who, in the morning of life, lend such a charm and beauty to this occasion. So strengthened by the possibilities of the hour, your committee addressed themselves to the task committed to their hands. All hail! and

welcome then, scholars, teachers and friends, to the festivities of this occasion. The hall is at your service; the tables are spread with the best the season can furnish; Gilmore's Band is here, and at Dartmouth also,—long life to him, and green be the wreaths around his brow forever!—while the bouquets, fragrant with bud and blossom of this green and beautiful summer time, are before you. To all kindly greetings and generous emotions, let the hour be consecrated. The presence of more than eight hundred young ladies and gentlemen, graduated from our schools to-day, and soon to step out upon the battle-field of life, fortified to meet its trials and conflicts by the education and training they have received, bearing in their hands the certificate of the city of their nativity, over the signature of its chief magistrate, certifying that, for good behavior and proficiency in learning, they are entitled to the respect and confidence of any community the wide world over,—a passport worth more than thousands of silver and gold,—constitutes a scene of surpassing beauty, a scene which speaks to you more eloquently and powerfully than could any poor words which I or others may utter. It is not my intention, therefore, as it is not the purpose of those who may follow me, to inflict upon you any extended remarks. After a few words only, and with as little delay as possible, we shall have the pleasure, scholars, of introducing you severally to His Honor the Mayor. From this hall you will be led to the one below, where the city has provided for you what you will find to be a most

agreeable repast. On your return, after your teachers and friends have partaken of similar refreshments here, you will find the floor at your service, for the interchange of greetings and congratulations. Let it be a time for the renewal of old friendships, and the formation of new ones; a time for taking leave of those with whom you will no longer tread the journey of life; a time for farewells,—for those delicate last words, so precious always, and never more so than on occasions like the present; and especially for the congratulations of friends, whose best wishes, for all that pertains to your present and future welfare, will be lavished upon you.

And if, while treading this floor, the band should strike up some old familiar strain, and feelings you cannot resist should gain the mastery over you, and your feet are found to be

“ Keeping time to the music’s chime
As merrily on you bound,”

I do not know of anything in the rules and regulations of the school board to restrict you in the gratification of your feelings.

So let the hour pass in harmony with all good sympathies, to be hereafter remembered as a green spot in the desert of life, for,

“ Not often thus around
The old familiar hearth we’re found ;
Bless then the meeting and the spot ;
For once be every care forgot ;
Let gentle peace assert her power,
And friendship rule the passing hour,
We are all, all here.”

In conclusion, Mr. Washburn, in a very complimentary manner, introduced Hon. John L. Pickard, Superintendent of the Public Schools in Chicago. He was heartily received, and made a short address.

REMARKS OF MR. PICKARD.

In beginning his remarks, Mr. Pickard congratulated the citizens of Boston upon the results which had been achieved in our public schools, which he complimented in the most flattering way. In Chicago they were striving to come up to the standard which Boston has attained. That city was behind Boston in her public schools in many respects, and he knew of no way in which they could better or more easily get their schools up to the Boston standard than by having a good delegation of Boston teachers sent there, filled with an earnest purpose to carry forward the good work.

REMARKS OF REV. JAMES FREEMAN CLARKE, D. D., OF THE STATE BOARD OF EDUCATION.

This is the children's holiday, — summer, flowers, music, children, — what more would you have? You don't want speeches, and the reason my friend has called upon me I know was that he knew I would not make a speech, so I shall not. But I want to say this, that I thank God for the public schools of Boston, of Massachusetts, of New England, and of the United States. Whenever any one

asks me to say a word or do anything for the public schools, I am always ready to do so. The only school I ever went to in my life was one of Boston's public schools, the Public Latin School. My father went to it before me, and my grandfather went before him, and all my brothers as well as myself went to that school. Therefore I ought to be thankful for the public schools. They were good schools then; but they are better schools now. We have learned a great many things since those days; there is not so much flogging now, and so the public schools are better for that. By and by there will be no flogging, and then they will be better still. We don't have so much grammar taught in the schools now as then, so that you speak and write the English language better than we did, for the very reason that you don't learn so many rules as we did. But it is the same old democracy — true, genuine democracy — that it was then.

Every boy and every girl, without any regard to the wealth or position of their parents, can walk straight up to any position for which they make themselves capable. I had a companion in my class at the Boston Latin School, whose father was so poor that he could hardly afford to keep him there, although he had nothing to pay for his tuition. I heard nothing of that boy for many years. One day I met a lady bearing the same name, and I said, "I had a playfellow and schoolfellow of your name at the Latin School, when I went to it in Boston."

"Well," said she, "I can tell you where he is. He

is with his brother, my husband, in the empire of Brazil, and in the last letter I had from my husband he informed me that his brother had just received the greatest compliment and honor that could be paid any man in Brazil; he had been receiving at his country seat the Emperor and all his court, and had been entertaining them there for a fortnight." All that boy learned before he went into an engineer's office, by which he was able to assume that high position, was what he acquired in the Boston Latin School.

That is all I propose to say, except that, now vacation has come, to hope all these children may have a real good time, and come back strong, happy and cheerful, to pursue their studies once more.

REMARKS OF MR. PHILBRICK, SUPERINTENDENT OF
SCHOOLS.

It is very evident that this audience is not here to-day for the purpose of listening to speeches, and therefore I will not presume to make one. And yet I may perhaps with propriety say one thing, and that is, if there are other cities where there are complaints of insufficient *means* for carrying on the schools, this cannot be said of the city of Boston. We have a City Council that is ever ready to make every needed appropriation for school purposes. I want to say, too,—and I am perhaps the only person here who could say it with propriety,—that if there are cities where the Committee-men and Boards of Education

do not give to these educational interests the attention they demand, Boston is not one of them.

But the teachers are the real working force of the schools, and we have here to-day more than seven hundred, who are in the service of the city, and I venture to say that seven hundred teachers with better qualifications for their work, with more hearty and self-sacrificing devotion to it, cannot be found in any other city. Their works praise them. Behold the results of their labors in the well-instructed minds of this bright array of eight hundred and forty-three beautiful girls and boys who have just received the diploma of graduation at our Grammar and High schools! and they are only the representatives of the thirty-four thousand children who have been educated in our schools during the past year of school labor, of which this occasion marks the completion. Of that thirty-four thousand, about four thousand, have been promoted from the Primary to the Grammar grade, while about six hundred have been advanced from the Grammar Schools to the High Schools. I know that there is extraordinary enterprise in educational matters in many of our sister cities, but I wish to give them all due notice that Boston does not intend to be outdone.

ADDRESS OF MAYOR SHURTLEFF.

Mr. Chairman and Friends: — At the close of the school year, as is our wont, we are assembled together — pupils, parents, teachers and School Committee — to congratulate ourselves and each other

on the happy termination of another school year of successful efforts and painstaking. And it gives me great pleasure in uniting with the Committee in extending to you all a most hearty welcome to the enjoyments of this very agreeable occasion; and of thanking you for adding, by your presence, to the good influences and kind endeavors which are made this afternoon, for the promotion of the happiness of the young people composing the graduating classes of the several public schools, who to-day take leave of familiar and endeared places.

It is always pleasant to notice the great interest and pride that the people of Boston have in the public schools, and which is particularly apparent on days like this. No events of the year are ever so welcome to our citizens as the festivals and exhibitions of the schools. Children are made happy at the thought of being able to assume advanced places in society, and parents rejoice in beholding their offspring increase in knowledge and usefulness. And surely on this day there is every reason for the usual amount of pride and happiness; for nothing has diminished the high position of the schools, which have been instrumental most eminently in producing the most excellent results.

The past year has been one of general prosperity to the schools. No adventitious circumstances have interfered with the usual course of instruction. The exhibitions which have just been held, have given satisfactory evidence of this. Everywhere have been noticed the results of faithful endeavors on the

part of the pupils, and of conscientious performance of duty by the teachers. In no year of the corporate existence of Boston as a city, have the authorities ever paid more attention to the wants of the schools, than during that which has just closed; the accommodations of the old school-houses have been much increased and improved, an unusual number of new buildings have been completed and put to use, and the erection of many others has been commenced, and these will soon be ready for occupation.

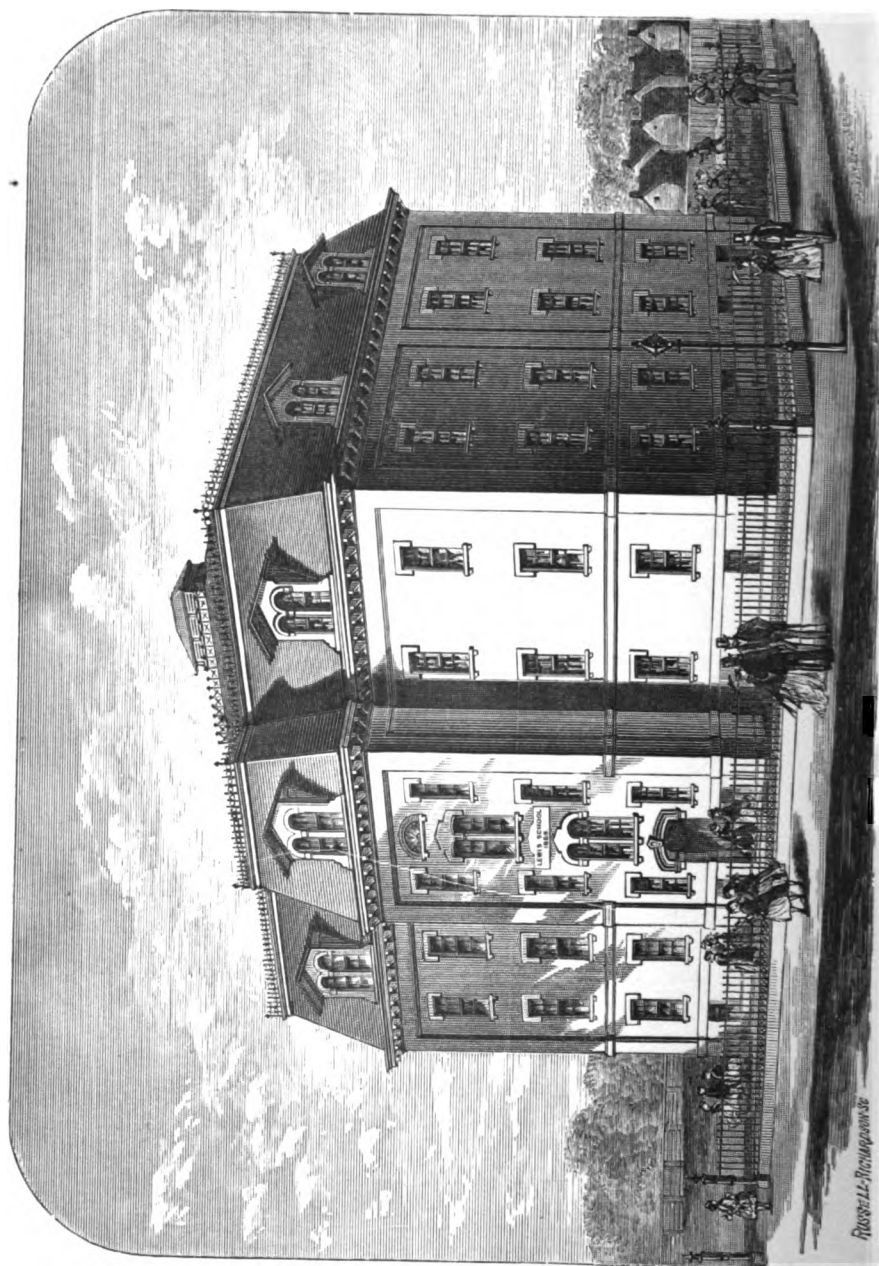
To the young people who leave school to-day to engage in the various pursuits of life, or for higher places of education, let me say, that their days of study should not be considered as ended. They have but just embarked on the sea of active life; and they will find that their preparation for this important voyage is only begun. What they have already learned is but to instruct them how to proceed in further acquisitions of knowledge. Each day should add somewhat to their stock of learning; and no one should ever feel too old or too well-informed not to be willing to garner in a little more. Remember that

“A little learning is a dangerous thing.
Drink deep, or taste not the Pierian spring;
There shallow draughts intoxicate the brain,
And drinking largely sobers us again.”

And now, my young friends, it becomes my duty to perform a very agreeable act in behalf of the Committee. It has long been a pleasing and appropriate custom of this occasion to present a floral

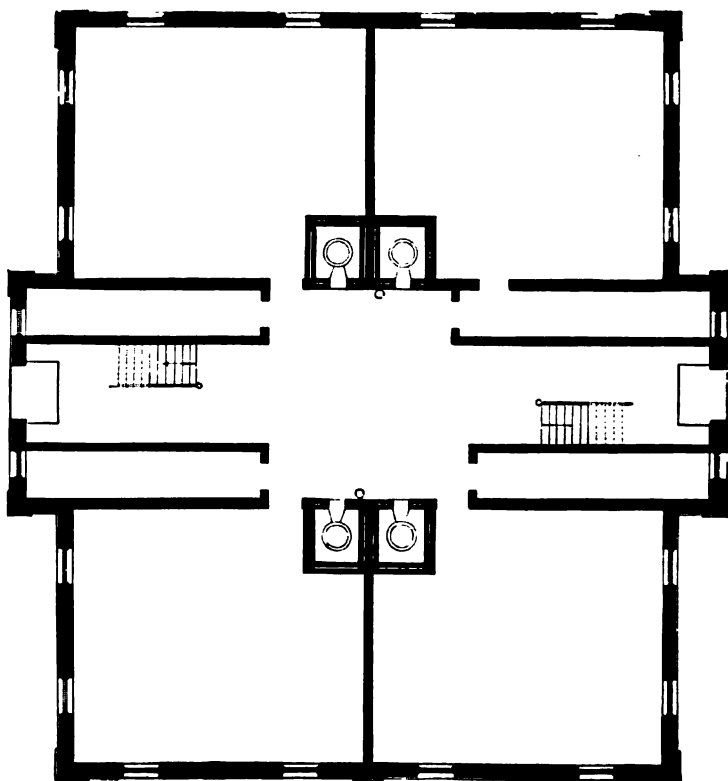
testimonial to each of the graduates of the schools who have well fulfilled their parts and won the honors. Small as these gifts may be in value, it is hoped you will receive them as expressions of good will; and long after their beauty and fragrance have departed, may the remembrance of this parting tribute awaken within you the kindest recollections, and ever prompt you to a faithful continuance of a life of purity and love.

DESCRIPTIONS AND DEDICATIONS
OF
SCHOOL-HOUSES.

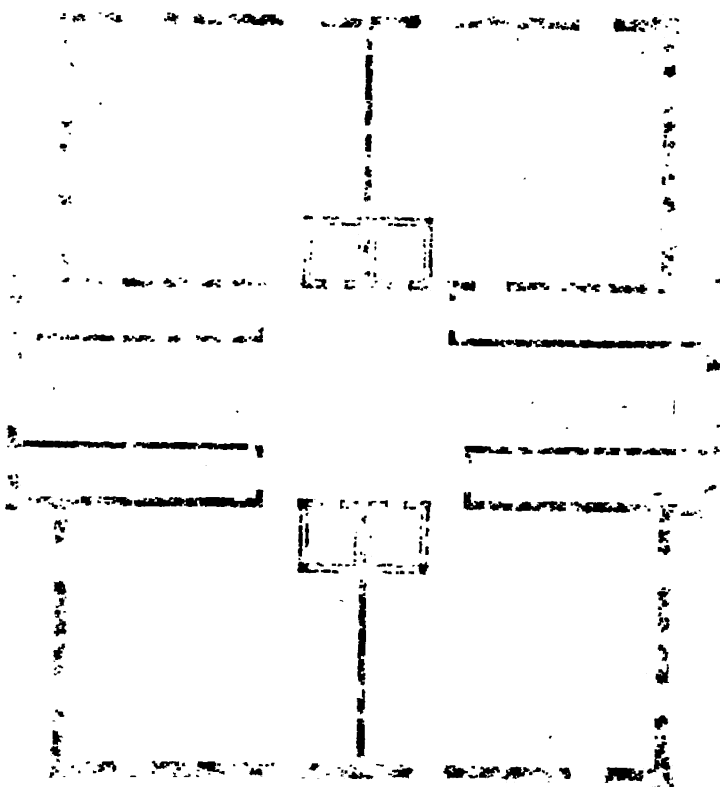


LEWIS GRAMMAR SCHOOL-HOUSE.

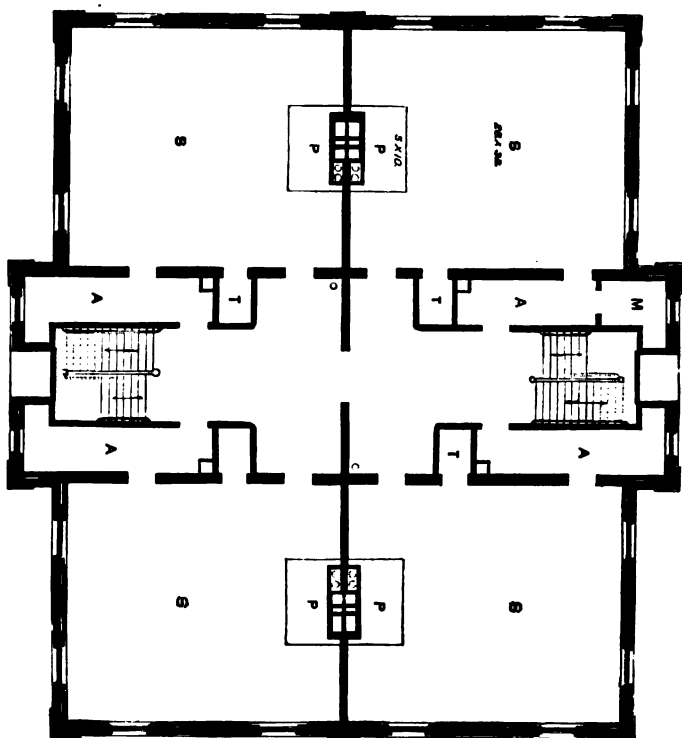
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BASEMENT.

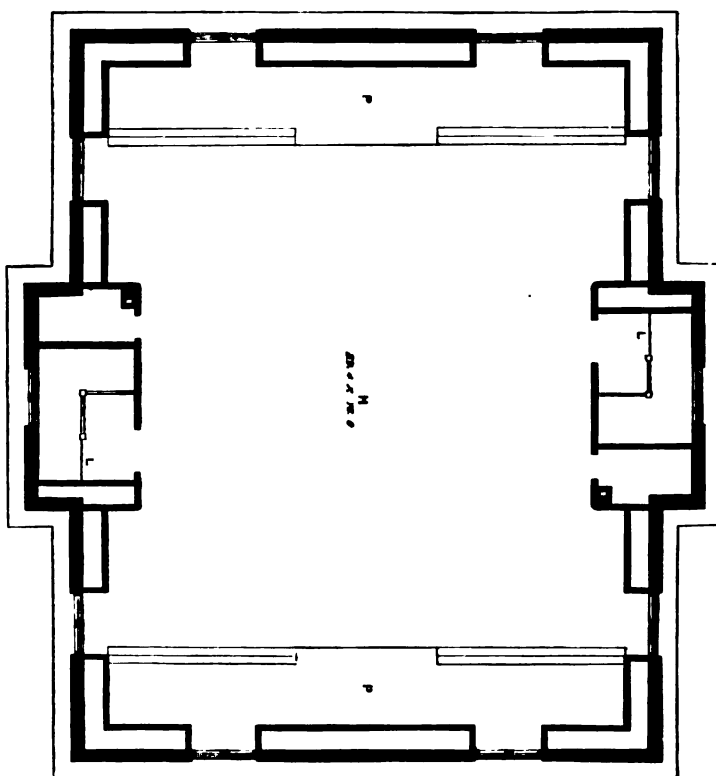


BASMENT.



FIRST, SECOND AND THIRD STORIES.

S. S. S. S. School rooms.
A. A. A. A. Clothes closets.
T. T. T. T. Teachers' closets.
M. Masters' room.



H. Hall.
P. P. Platforms.
L. L. Landings.

LEWIS C. ...

The contracts for ... which is located on the ... streets, were made by the city ... only a short time before the auction ... is very similar to that of the Wells ... building, which has ... of ... in ... reports. The account ... the view ... out with ... the arrangement ... stories there are ... by thirty, with a ... closely attached ... large exhibition ... It is heated by ... the plan of the ... brown ash, unpainted ... best southern hard ... with fifty-six ... room is put in ... as, by means of ... fire shed ... The building ... k with who ... to ground ...

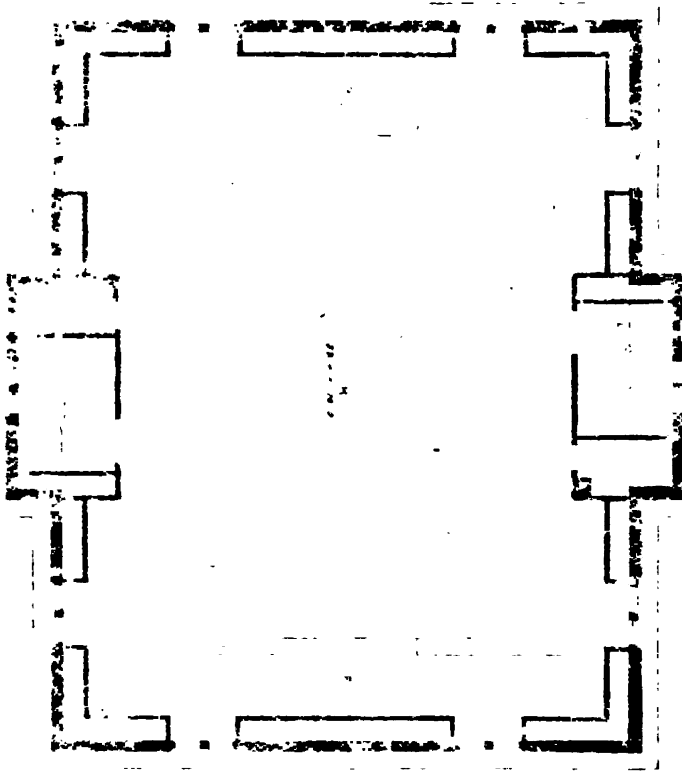


Fig. 10
P. P. Platonov.
L. L. Luchina

LEWIS GRAMMAR SCHOOL-HOUSE.

DESCRIPTION.

The contracts for the erection of this building, which is located on the corner of Dale and Sherman streets, were made by the City Government of Roxbury a short time before the annexation. The plan is very similar to that of the Wells and Norcross buildings, which have been described in preceding reports. The accompanying perspective view and cuts show the architectural style of the edifice and the arrangement of the rooms. In each of the three stories there are four school-rooms, twenty-eight feet by thirty, with a spacious clothes-room and teacher's closet attached to each. In the mansard roof there is a large exhibition hall, about sixty feet by seventy-five. It is heated by four hot-air furnaces, as shown on the plan of the basement. The standing work is of brown ash, unpainted, and the floors are all of the best southern hard pine. Each school-room is furnished with fifty-six single desks. The master's room is put in communication with all the other rooms, by means of bells and speaking tubes. The hall is furnished with settees of the best description.

The building is well proportioned, and the pressed brick with which the four walls are faced, and the white granite trimmings, produce a pleasing contrast.

The design was furnished by Mr. Alden Frink. Messrs. S. and J. Tuttle were the contractors for the mason work; and Messrs. Morton and Chesley, for the carpenter work.

Hon. GEORGE LEWIS, ex-Mayor of Roxbury, whose name was given to the school by the unanimous vote of the School Committee, presented a large and elegant clock, which adorns the exhibition hall.

DEDICATION.

The dedication exercises were held in the hall, which was filled to repletion. The front of the platform at the north end was beautifully decorated with choice flowers in pots, furnished through the kindness of Mr. Trautman, florist, whose greenhouse is in the immediate vicinity. The platform at the south end was occupied by a choir of two hundred children, selected from the various grammar schools of the city, under the direction of Mr. Henry W Alexander. Their hymns and pieces were rendered in a very creditable manner. Two solos were given by Miss Fletcher and Miss Chandler.

The exercises commenced with the reading of several passages of Scripture by Rev. Mr. McKeown, followed by a dedication prayer by Rev. J. O. Means. After a hymn, Mr. Tucker, the Superintendent of Public Buildings, handed the keys of the building to Mayor Shurtleff, with a few remarks. He said that the founding of that school was among the last acts of the Roxbury City

Council, and adverted to the building operations, which had been carried on under the direction of the Committee of Public Buildings.

Mayor SHURTLEFF, in accepting the keys, spoke as follows:—

Mr. Superintendent of Public Buildings:—I receive from you with much satisfaction the keys of this new edifice, fully believing in the thoroughness of the work, and in the firmness of the building, in all its parts. And now, Mr. Chairman of the District Committee (turning to Mr. Monroe), I pass to you the keys of this excellent school-house, that you may be able to open its doors to all inquiring for knowledge, and to close it against all that is contaminating and disennobling; and, in so doing, I know that I place trust in one who deeply has at heart the great interests of education, and particularly of the school destined to occupy these pleasant and commodious halls. May the future of this structure be all that you fondly hope for it, and its school the source of sound elementary instruction in learning.

Hon. GEORGE H. MONROE, Chairman of the Lewis District Committee, in receiving the keys from the Mayor, said:—

It is with peculiar satisfaction, Mr. Mayor, that in behalf of the local Committee of the Lewis School, I receive from you the keys of this commodious and admirably constructed building, the first of a public character that has been completed in this part of the city since the auspicious union

of the two cities of Boston and Roxbury. Projected under the municipal government of Roxbury, and its plans made and its contract given out by one of her committees, it has been built by the government into which that city has been absorbed, —and built, too, under circumstances which, at least as far as conveniences for educational purposes are concerned, go far to justify the wisdom of those who favored the merging of our municipality in that of its greater neighbor. We, sir, had for years been deficient in Grammar School accommodations in Roxbury; yet with a city largely involved in debt, and a people making extraordinary exertions, through their government and as individuals, to aid the armies of the Union in their war against rebellion, and, later, to meet the just claims upon them of those whom that war had crippled or bereaved, the School Committee were loath to ask so large an expenditure as the erection of a new Grammar School-house involved, until it became obvious that the need of it was too pressing to admit of longer postponement. That point was at length reached. It became my duty, during the autumn term of 1867, as chairman of the Washington School District Committee, to report to the School Board both the unfitness and inadequacy of the arrangements for the accommodation of the scholars of that school, and to follow this by the introduction of an order asking the Roxbury City Council to provide for the erection at once of a Grammar School-house in the easterly portion of the city. This order was unan-

imously adopted by the School Board, and the subject received the immediate attention of the City Council. The Committee on Public Property of that body, in conjunction with a special committee of the School Board, investigated the character of the need, and fixed upon this site as, upon the whole, the most appropriate for the new edifice. The appropriation for its construction was carried without opposition, the only doubt expressed being as to the delicacy of the act in view of our near union with Boston, and that being overcome by the obvious, pressing, admitted want. I have intimated, Mr. Mayor, that we have had no occasion to regret that the construction of this building passed out of the hands of the municipal government of Roxbury into those of your own; for, while our government had projected a comparatively modest edifice, at a moderate cost, Boston enlarged the plans so as to correspond with the scale on which she has of late built her other school-houses, and this beautiful edifice that we are all admiring to-day is the result. On behalf of my associates of the School Board, I accept it with gratitude at your hands; and on behalf of the citizens of the Highland District, I thank you for adding so elegant a structure to this portion of the city. And, in this connection, our thanks are due to Alden Frink, Esq., the architect, for his tasteful model of the building; to the contractors, for the fidelity and thoroughness with which it has been built; to the Committee on Public Buildings, for the interest they have shown in the work;

and especially to the Superintendent of Public Buildings, for the courtesy and kindness with which he has received suggestions with regard to it from the local Committee of the School, and the energy with which he has urged the work of building to completion.

And now, sir, to you, Mr. Boardman, it becomes my pleasant duty to intrust the keys of this long desired and at length completed building. I do this with full confidence, and without misgiving. You have been appointed to the mastership of the Lewis School under circumstances honorable to yourself and auspicious of usefulness in the future. I congratulate you, sir, that among the Sub-Masters of Boston, largely made up of the *elite* of the teacher's profession, the opinion was general that you best of all merited promotion. I congratulate you that the local Committee of nine members of the Lewis School, after weighing the qualifications and the claims of all candidates presented, unanimously, and without the formality of a ballot, decided to recommend you for this position to the full Board. I congratulate you that at the July session of the School Committee, the time of the commencement of your term of service was anticipated several months, in order to confer upon you the compliment of the earliest possible confirmation. I congratulate you that you enter upon the office of Master, which only your own modesty has prevented you from much earlier filling, under circumstances which I think we may without vanity pronounce as at least as

agreeable as those enjoyed in the average schools of the city.

To you, sir, then, I commit those keys. And to you, in this act, are much more than these keys committed. With them, we give into your guardianship the coming generations of children that are to go in and out of this building in the years before us. As you have been true to others in the past, may you be true to them in the future. You assume this office at that time of life when the mind is just reaching its fullest maturity, and the body its highest vigor. May you be strengthened to make the best use of these faculties, and may successive classes or graduates of this school look back with gratitude upon the benefit derived here from your instructions.

Your office, sir, is such that it largely depends upon yourself to make it more or less permanent. In welcoming you to it, I trust that you may long continue among us, with satisfaction to yourself and profit to our people. You are already assured of the confidence of the School Board in your capacity; we are to strengthen your hands with a corps of tried and approved teachers as your assistants; and I know that I may assure you of the co-operation of the parents of the district in the important charge that I now commit to your hands. May you crown these favorable conditions with that support from above without which all of them are as naught; and under this may each year of your mastership add to your efficiency and usefulness in office."

MR. FOARDMAN, in accepting the keys, spoke as follows:—

I thank you, Mr. Chairman, for the kindly words with which you have clothed this official act. I accept the trust accompanied by so many flattering expressions of approbation, remembering well the direction, "Let not him that girdeth on the harness boast himself as he that putteth it off"; for, in assuming this trust, even after so many years of labor, I feel that in a large degree I am putting on the harness anew.

I can only assure you for myself, and I think I may safely promise in behalf of those whom you have associated with me, that our earnest efforts will be, to make the Lewis School worthy of the confidence in us you have expressed, and worthy of the City which makes such munificent provisions for the education of her sons and daughters.

He who plants a tree or makes two blades of grass where only one grew before, is called a public benefactor. You expect, and we most earnestly hope, that our labors here may help to make of our pupils better boys and girls, better brothers and sisters, better sons and daughters, and, in the future, better husbands and wives, better fathers and mothers, better neighbors, better Christians, better sovereign citizens of a republic where honor and preferment are open to all, and where loyalty, intelligence and virtue are the highest ensigns of nobility. We hope so to labor that we may secure the approval of conscience, and of all intelligent, right-minded men.

Of the parents, for whose children this beautiful house has been provided, we ask, that you be entirely in sympathy with us in our work, co-operating with us in our efforts to secure the highest intellectual and moral good of the children, so dear to you, and whose best friends—next to yourselves—we hope to be.

With us the means of education are almost as free as light and air,—so free that we are in danger of forgetting what an inestimable blessing it is to us, or to any people. We ask that your influence over these pupils, during the many hours they are under your exclusive care, be such that they shall prize their school as one of their best gifts. We hope to make it a cheerful, pleasant place.

We ask your co-operation in securing readily that order in all things which is "Heaven's first law," that cleanliness of heart and habits which is next to godliness, that prompt and faithful devotion to duty which comes from thorough honesty, and those courtesies and amenities of every-day life, without which the highest are contemptible, possessing which, the lowliest are exalted into beauty and loveliness.

Directed and supported by a Committee so united and so much interested in their charge, watched over by our Superintendent, aided by such a corps of Teachers, and blessed by Him who is over us all, let us hope that this key may open these goodly doors to one of the best schools of our City.

Hon. JOSEPH WHITE, Secretary of the State Board of Education, was then introduced by the chairman, who spoke in substance as follows:—

It gives me great pleasure to be present to-day to witness the dedication of this elegant school-house; but I regret oftentimes that my official position leads people to expect me to take part on such occasions. I came with open eyes and ears to see and hear; to learn, that I might be the better prepared for the duties of my office. You, sir, have been pleased to refer to my predecessors in office. It is always a matter of special embarrassment, when I consider the great difference between those great men, who have gone before me, and myself. I yield to no one in admiration of their services; and, as I consider the labors and difficulties that encompassed the path of Horace Mann (as oftentimes he looked over the whole Commonwealth, and could hardly find one to sympathize with him), I can not express the gratitude we all owe for those herculean labors which consigned him to an early grave. Mr. White said, too, he thought of the labors of that great, self-sacrificing man, who, two hundred years ago, devoted his life in this vicinity to the education and spiritual improvement of the Indians,—the apostle Eliot, whose memory is still fragrant where good deeds are honored.

Mr. White then proceeded to show by statistics the amount of money the Commonwealth had expended for the purposes of education. From the city returns to January, and the town returns

to March, 1868, he found that 3,350 school-houses had been erected in Massachusetts. The value of these in real estate was estimated at \$9,603,674.24. The years 1867-8 witnessed the expenditure of \$1,495,573.76 in repairs and in the erection of new houses. On this point Mr. White expressed his opinion that the next return would be much larger than was the one last spring. The wages of teachers, fuel, care of houses, etc., amounted in the year to \$2,635,774.06, which had been raised by voluntary taxation, the largest sum by far ever raised in this Commonwealth. The total amount of expenditure returned, reached the sum of \$4,346,278.30.

The number of children amounted to 266,745. Persons might ask if Massachusetts had not made a mistake in allowing this lavish expenditure, but he considered it a wise investment.

JOHN D. PHILBRICK, Superintendent of the Schools of Boston, was next introduced, and spoke as follows:—

I rise, Mr. Chairman, in obedience to your summons, although not without diffidence, considering what has already been said and so well said, and what is likely to follow.

This is the first time that it has been my privilege to be present on an occasion like this, in that part of Boston which was known until the last year as Roxbury. Still I am not altogether a stranger here. Indeed, I might perhaps with some show of propriety claim to be classed among the oldest inhabitants; for it is now upwards of a quarter of a

century since I came from college to reside here as a teacher in the Free Latin Grammar School. And here for five years I had my home.

If I am not "native here, and to the manor born," that is no fault of mine, since the place of my nativity was not a matter of my choice. But if I am a "carpet bagger," it is some satisfaction to be able to trace my descent from one of those old original "carpet baggers" who came over the water with Winthrop, and settled the town of Roxbury in 1630. That sturdy old Puritan, Thomas Dudley, the second Governor of the colony, whose ashes repose in your ancient cemetery on the Neck, and whose name is perpetuated among your schools and streets, was one of my maternal ancestors.

And it is a coincidence of some interest to me that the name of that ancestor stands at the head of the signers to that quaint and curious "agreement," or charter, by which, as early as 1645, was founded the Latin School in Roxbury, where my professional career as a teacher began.

That school is to-day, I am happy to say, although accommodated in a very modest and unpretending edifice, one of the very best classical schools in the country. Its history, from the date of its establishment down to the beginning of the present century, is substantially the educational history of the ancient municipality of Roxbury. That history, as embodied in the valuable volume prepared by the learned secretary of the Board of Trustees, Mr Dillaway, is well calculated to make us understand and appreciate the significance of this occasion.

Nowhere, I believe, in the early history of the colony, is there to be found a better illustration of the far-seeing regard for posterity in which our present system of free schools originated, than in the deeds and words of the founders of that school.

In the noble preamble to the "agreement" to which I have alluded, they say: "Whereas, the Inhabitants of Roxburie, in consideration of their religious care of *posteritie*, have taken into consideration how necessarie the education of theire children in Literature will be to fitt them for public service, both in Church and Commonwealth, in succeeding ages. They therefore unanimously have consented and agreed to erect a *free* Schoole in the said Towne of Roxburie." And for the maintenance of this school they solemnly pledged a certain "rent forever out of their several habitations and homesteads."

This was done, it should be remembered, two years before the enactment of the famous colonial school law of 1647, which provided for the setting up of schools in all the towns, and was the first legal provision for free common schools.

It was thus that our fathers nobly acknowledged "Education as a debt due from present to future generations." It was thus that they, while in poverty and straitened in circumstances, sowed with a liberal hand the seeds of our prosperity and happiness.

Some one has said that, to be as good as our fathers, we ought to be a great deal better, since our means and opportunities are so much better.

Less than a century ago, there were but three Eng-

lish School books in use in the schools here,—the Testament, the Psalter, and Dilworth's Spelling-book, and all the accommodations and arrangements were of the most primitive character. Girls did not go to school at all in this region. And yet, with such limited means of instruction, noble men and women were reared for the good service of the country and the church. I need name but one, Gen. Joseph Warren, who was a graduate of the Roxbury Free School, and afterwards a teacher in it in 1760.

Where much is given much is required; and when we consider the peculiarly favorable circumstances under which this school begins its operations, not only as compared with the schools of former generations, but as compared with others of our own days, in this favored community, certainly we have a right to entertain very high expectations of its results.

The building itself is in all respects a first-class school-house, provided with every desirable convenience. It is located in a most highly-favored section of the city. The pupils are of the most desirable description. The worthy master and his able corps of assistants have been well tried in the service, and have been proved to be eminently qualified for their respective positions; and last, but not least, it is under the supervision of a wise and liberal committee. In view of these facts, I think I am warranted in saying that at no previous time has any Grammar School in Boston commenced its career under so favorable auspices.

I congratulate the parents of this District on their

good fortune in having in their midst such a school for the education of their children. I trust that they will duly appreciate it; that they will heartily co-operate with the teachers in the discharge of their duties; that they will sustain good discipline, and see to it that their children go to school punctually and regularly, and, above all, that they go with the *right spirit*, the spirit of docility, of obedience, of respect for authority, and with love for improvement and a disposition to work.

At a recent hearing before a Committee of the School Board at the City Hall, Ex-President Hill said that teachers were a dead weight on all educational progress. The statement seemed to me too strong, but, if I might venture to suggest any advice to this admirable corps of instructors, on their inauguration as teachers in this beautiful school, it would be this: Keep up with the times. Don't become old fogies. Fearlessly do what you think is right and what is best for the pupils under your care, but take great and constant pains to find out what is right and best. Be sure that there is no high-pressure or cramming in your school. Endeavor to be capable *teachers*, and not mere routine *hearers of lessons*. Remember that it is better for your pupils to graduate with a genuine love of improvement, than with the knowledge of many facts without this love; and that your aim should be to send out pupils with good health, good morals, good manners, good learning, a willingness to work for a living with hands or brains as circumstances may require, and a well-

trained *will*, a will that never says *die*,— never says *fail*.

These pupils have come from other schools which they have loved, and in which they have been good scholars. They will no doubt love this school and be good scholars here, and do all they can to make the Lewis School in Boston Highlands at least equal to the best school in the city.

The following Dedicatory Hymn, written for the occasion, was then sung by the choir of children:—

Great God, to Thee our hearts we raise,
To Thee our joyful anthems bring ;
Accept, O God ! our song of praise,
Approve our grateful offering.

Shed Thou through all this house to-day
The warmth of a celestial love ;
Make it henceforth a royal way
To thy diviner courts above.

Oh, may this temple, newly built,
An ever mighty bulwark be
'Gainst error, ignorance and guilt,
For country, honor, liberty !

Bless, with Thy presence, all our youth,
Committee, parent, teacher, friend ;
Let wisdom, virtue, learning, truth,
Here in harmonious union blend.

And, through the lapse of coming days,
As on we press o'er time's strange tide,
May heart and life and memory praise
This school, this city of our pride.

EDWIN RAY, Esq., the last President of the Roxbury School Committee, being introduced, said that the day for which he had long looked had arrived, and he congratulated the people of this section on their splendid building. He spoke with some feeling on the work done in our public schools, and expressed the fear that they oftentimes required too much of their pupils, especially of girls. There was too much "cramming," and while he was a member of the school committee there were more complaints on that account than any other. Parents frequently called attention to it, and he had always protested against forcing children to study beyond their strength. With a proper attention to this matter on the part of the corps of teachers of this school, he confidently looked forward to successful results from their efforts.

Hon. GEO. LEWIS, in response to some remarks of the Chairman referring to the connection of his name with the school, said the field had been well traversed by those preceding. His experience, which had been mainly in the mercantile profession, had poorly qualified him to properly address public assemblages; but he felt highly honored in having his name durably placed upon this house, and he desired to return his thanks to the gentlemen composing the Board of School Committee for this mark of respect, as he considered it an honor second only to being Mayor of the old City of Roxbury.

Prof. M. T. BROWN, of Tufts College, began by saying, that in one respect the remark of President

Hill, "that teachers are a dead weight," etc., was true, for they might well be compared to the weights in a clock, which give steadiness to all its movements, and after all keep it running. He pleaded earnestly for public education, and illustrated his meaning and remarks by pertinent anecdotes.

JOSHUA BATES, Esq., Master of the Brimmer School, heartily indorsed the selection of Mr. Boardman as Principal of the Lewis School. He had been associated with him for over thirteen years, and ever found him reliable and devoted to his profession. His heart was in his work, and he felt confident that his school at once would rise to a high standard. He then referred to the teacher's profession, saying that it was a noble one, and those engaged in it should not be content with simply hearing scholars recite, but should be sure that they were intelligently and thoroughly instructed. He spoke of the charge so often made that scholars were "crammed." This he believed to be much exaggerated. It was quite easy to say, when anything ailed a child, that he or she studied too hard, and often physicians would say, "Oh, they must be taken from school," as a ready way of accounting for or removing illness. He too often found, when his scholars complained of being sick, that they were out late of nights, perhaps partaking of late suppers, and their vitality was weakened by such indulgences, for which parents only could find a corrective. There were two mottoes he would put on the walls of every school-room, viz : "System — Industry;" and these he would hold up

to every child who came within their walls for instruction. No great success in life was ever reached without effort, and the strong men of to-day in any department of society are those who toiled early and late in their youth. He would not have children, from any false alarm, deterred from a reasonable amount of hard work or study. He also urged the importance of having live and healthy teachers, up with the times. He hoped the idea once so prevalent that "anybody would do for a teacher" was forever abandoned. A broken-down minister or lawyer was formerly almost sure to turn up a school-master; but that day was passed, and he believed the community were putting a just estimate upon their labors. In conclusion, he asked for the new master and his corps of teachers the co-operation of parents, and justly stated the relation which should exist between scholars in school and their teachers, and parents at home, to be one of entire good feeling and reciprocity.

Hon. JAMES M. KEITH, a member of the City Council, was then called upon. After the many who had preceded him, he felt like Ruth of old; he was but an humble gleaner. He said twenty-two years ago he too was a school-master, but, as he looked back upon the little room where he held dominion, what a contrast to this splendid structure! Twenty-five feet by thirty, in a low structure, some fifty or sixty children were gathered on benches around the four sides, with the teacher and a stove in the middle; and yet those hours were happy ones. He eloquently en-

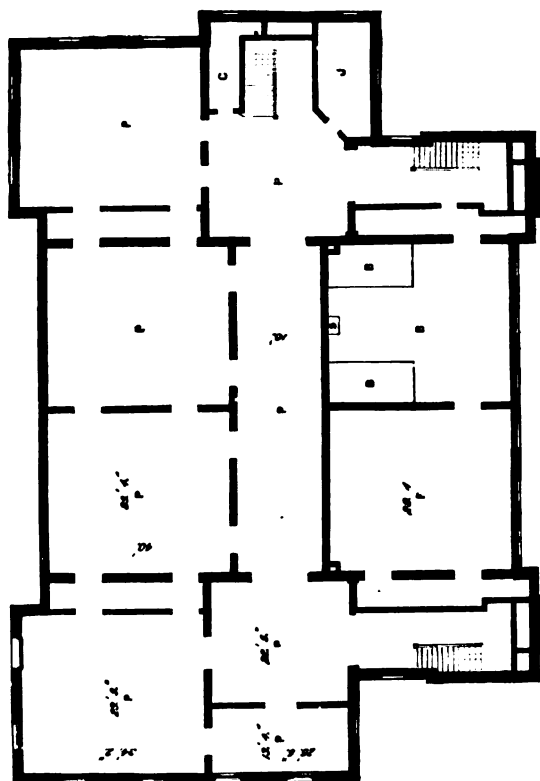
larged upon the mission of children, showing how they helped to educate those who taught them. They add greatly, he said, to the delights of home, and he took occasion to give it as his opinion, based as it was on a long experience, that the chief happiness of a right-minded man was in his home, and if that were denied him there is but little else in the world worth living for. He was glad to be present, and he bade them God-speed, teachers, scholars and committee, in their glorious work.

Rev. ANDREW McKEOWN was the last speaker. To him this was a very gratifying occasion. It was ominous of a glorious future. The past had done well. Our fathers, who landed at Plymouth, were not only zealous for religion, but they laid deep the foundations of public education. They built the church, and not far distant they built the school-house, and between them, upon the pleasant green, the children played. He would educate the heart and the head. The school educates in wisdom and morality, the church in morality and wisdom. He was glad to see in all denominations a disposition for a higher education. He would have a pious learning and a learned piety; a generation thus grounded in the elements of a true manhood would be sure to become the pillars of our republic.



THE RICE GRAMMAR SCHOOL-HOUSE.





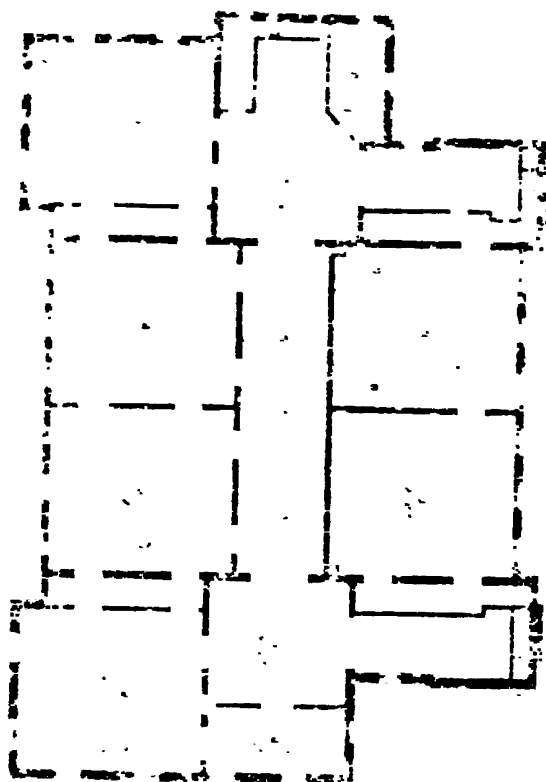
BASEMENT.

P. P. P. P. Play rooms.

B. Boller room.

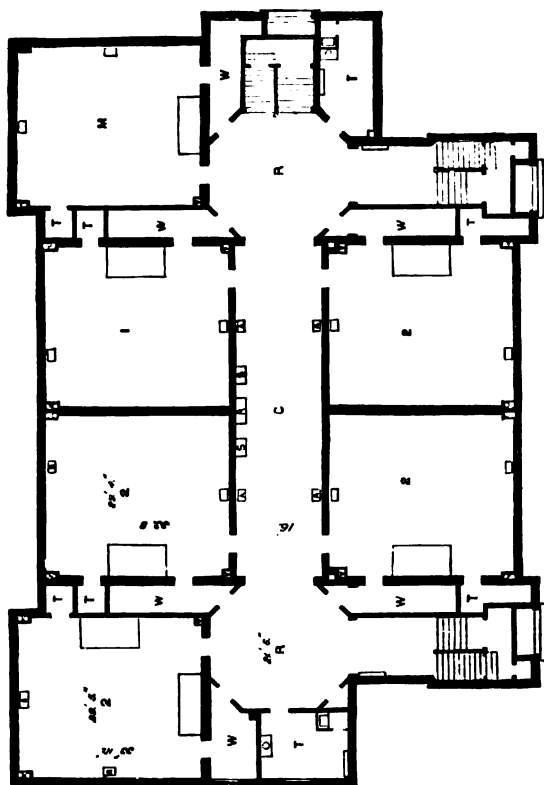
F. Fuel room.

J. Janitor's room.



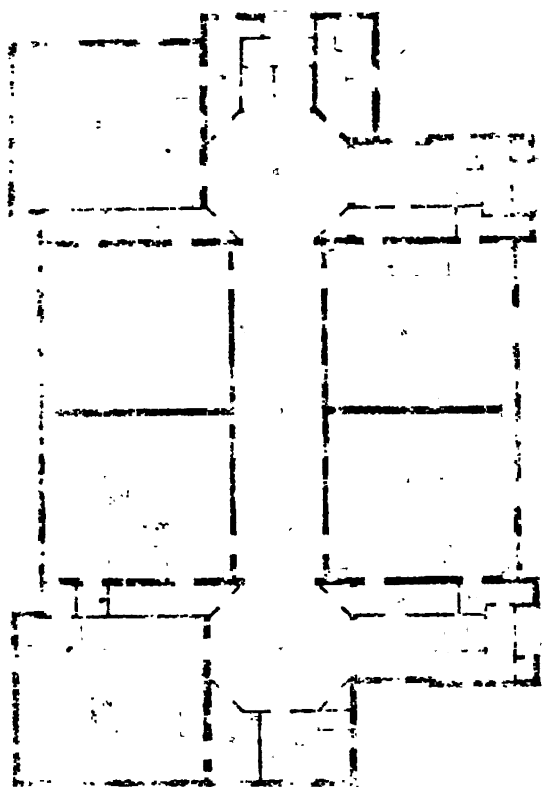
BASMENT

F.P. = P. Day room
 B. = Bathing
 L. = Living room
 J. = Kitchen



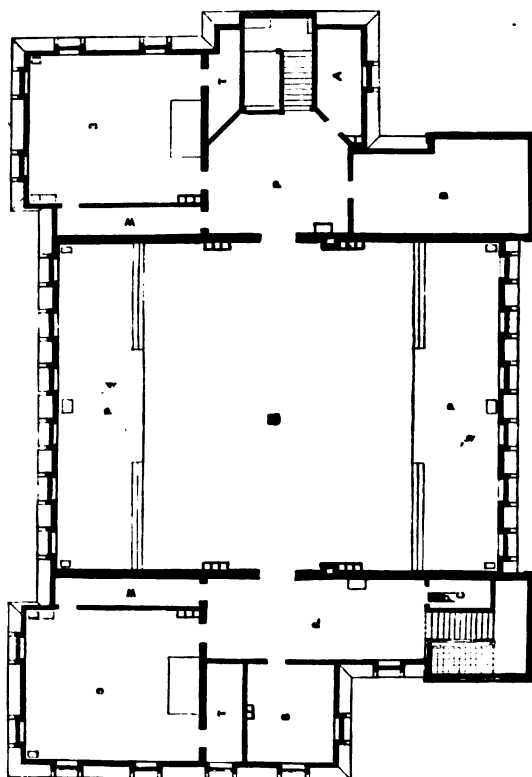
FIRST AND SECOND FLOORS.

- M.1.2.** School rooms.
- T.** Teachers' closets and rooms.
- W.** Clothes closets for pupils.
- C.** Corridor.
- R.** Rotundas.



FIRST FLOOR AND ELEVATIONS.

- A. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.
- W. Clothes closet or wardrobe.
- C. Corridor.
- R. Room.



THIRD STORY.

- H.** Exhibition Hall.
- S.** School rooms.
- T.** Teachers' rooms.
- C.** Committee room.
- B.** Library.
- P.** Platform and Corridors.

Part of the wall of the tower is covered by the inscription
27,1. The tower is built of the same material as the
style of the masonry is like that of the tower of the
exterior of the walls could suit a strong handsome
pressed bricks, with Calcutta mortar, some thin
rings. It is irregular in the outline of its plan, as
will be seen by reference to the accompanying plans.
It is two stories high, and the basement is
surrounded with a flight of steps. There are three en-
trances,—one in the middle of the front, which fronts
the main building, and two on the side of the wing on the
right. The front entrance is a large archway, which
open into two smaller arches, which are located
opposite the entrance on the tower, and which
are connected by a wall of fifteen feet thick. The
towers are the same height, being some 40 feet
a steep French style of masonry, and the
work. The first story is built of stone, and
the second story is built of brick. The
arches are arched, and the tower is
The third story is built of brick, and
The dome of the tower is built of brick,
with a plan.



FOURTH STORY

- I. Exhibition Hall.
- A. Reception Room.
- T. Reception Room.
- S. Committee Room.
- B. Library.
- P. Placards and Corridors.

RICE GRAMMAR SCHOOL-HOUSE.

DESCRIPTION.

This fine school edifice is located on the corner of Dartmouth and Appleton streets, the lot containing 27,125 square feet. It is built in the modern French style of architecture. The material is brick, the exterior of the walls on all sides showing handsome pressed bricks, with Caledonia free-stone trimmings. It is irregular in the outline of its plan, as will be seen by reference to the accompanying cuts. It is two stories high above the basement, and is surmounted with a French roof. It has three entrances,—one in each of the two towers, which flank the main building on Dartmouth street, and one in the wing on Appleton street. All these entrances open into two spacious rotundas, which are located opposite the towers on Dartmouth street, and which are connected by a corridor fifteen feet wide. The towers are three stories high, being surmounted with a steep French roof, crowned with a cresting of iron-work. The first and second story windows are finished with stone corbels and moulded caps; the entrances are arched, and finished with corbels and key-stones. The third story windows in the towers are also arched, and finished with corbels and key-stones. The dormer windows to the French roof are finished with pilasters, brackets, and pediment caps.

The basement, which is on a level with the yard, is appropriated as playground, excepting the rooms for the janitor and for heating apparatus and fuel. The first story contains six school-rooms, each having attached a clothes room and a teacher's room, and two large ante-rooms. The second story is a duplicate of the first, one of its ante-rooms being used as the master's office, and the other as a Committee room. The story in the French roof contains an exhibition hall, fifty-seven by seventy-six feet, two school-rooms with clothes rooms and teachers' rooms, and three other rooms for books, apparatus, etc.

The inside finish is of the very best material and workmanship. The upper floors throughout are of the best quality, seasoned and kiln-dried, southern pine boards, free from all defects, and not over five inches wide, planed seven-eighths inch thick, laid breaking joints, and smoothed down to uniform surface.

All inside finish for and about doors, windows, wall lining, etc., is of soft brown ash, perfectly seasoned, and kiln-dried, hand-smoothed, and the quirks rubbed out smooth with sand-paper. The walls of the school-rooms and dressing-rooms are lined up four feet high, except under the blackboards in the school-rooms, where they are lined up two feet and four inches; in the clothes closets, five and a half feet high; the staircase-halls, up the rakes of stairs, on stair landings, the rotundas and corridors, all are lined up five feet high; the exhibition hall, to

the bottom of the blackboards at the sides, and four feet high above the platforms at the ends. All the windows in the school-rooms and exhibition hall are fitted with inside blinds and panelled back linings and soffits, the blinds being four folds in width, and two parts in height. Over all the doors are stationary blinds with rolling slats.

All the hard-wood work is well smoothed and oil-filled throughout, the hard pine work of the platforms and stairs having two coats of raw oil, and the ash finish, after being well oiled, was rubbed down and shellaced. Each school-room is furnished with fifty-six single desks and chairs, of the most approved pattern, from the manufactory of W. G. Shattuck. The exhibition hall is furnished with settees from the same manufactory. The yard is paved with brick, and is inclosed with an iron fence on three sides, and on the remaining fourth side with a brick wall. The building is heated by steam, on the plan described in the last report, in connection with the Norcross school-house. The chief peculiarity of the arrangements for ventilation is in the unusually large size of the ventiducts, which are about twice the size of those previously made for our school-houses.

The contractors, A. Lothrop and S. J. & G. Tuttle, masons; E. B. Witherspoon, carpenter; L. Cleary, plasterer; and E. C. Noyes, painter, — performed their respective jobs in a very satisfactory manner.

The building was designed, and the plans and specifications were drawn by Emerson & Fehmer

architects, of this city. Cost of building and furniture, exclusive of lot, \$107,476.77.

In several respects this building is superior to all that had been previously erected for school purposes. All the school-rooms but two are on the first and second floors, whereas all the other modern buildings have at least four school-rooms on the third floor, and most of them have two on the fourth floor. In the arrangement of rooms, corridors, entrances and stairs, it is an improvement on former plans. It has a good supply of spacious and well-contrived offices and ante-rooms for various purposes, which all the older buildings lack. While it possesses every good feature of the buildings which we had previously erected, the features above named, with others of less importance, mark it as a superior school-house.

DEDICATION.

The dedication of the Rice School-House took place on the 23d of September, 1869. The beautiful large hall of the school-house was filled with spectators. The desk upon the platform, and other parts of the hall, were adorned with a number of beautiful bouquets. The singing on the occasion was performed by a large choir of pupils selected from the Rice and Franklin schools, under the direction of Mr. J. B. Sharland. An appropriate hymn opened the exercises, after which selections of Scripture were read, and prayer offered by Rev.

E. B. Webb, D. D. A three-part song was then sung, after which, in the absence of Alderman Richards, Chairman of the Committee on Public Buildings, HON. JAMES M. KEITH, of the same Committee, delivered the keys of the building to His Honor the Mayor, accompanying the act with the following speech:

Mr. Mayor:—In the absence of the Chairman of the Committee on Public Buildings, it devolves upon me to surrender to you the keys of this structure, which has been erected by the city with the purpose and object of securing a sightly, convenient and substantial edifice. To the architects and builders, whose names are upon the programme, this result is largely due. The building is its own best orator. In surrendering to you the keys, it is with the hope that, for generations to come, here may be assembled a corps of skilful and competent teachers, and a multitude of ardent, happy and appreciative scholars.

In accepting the keys, His Honor, Mayor SHURTLIFF, spoke as follows:—

I have the fullest confidence that this new building, which you have just completed, and now officially pass over to me for the Rice School, is most substantially and thoroughly constructed, and that it will satisfactorily answer its intended purpose; and I assure you, that the city highly appreciates the care and thought you have given in carrying out the behests of the School Committee. Therefore, in receiving the keys of this excellent structure, I should be derelict of duty, were I not to thank you and the

Committee on Public Buildings for the important part you have taken in accomplishing the very gratifying result which we here witness to-day.

Turning to Mr. Charles L. Flint, Chairman of the District Committee, who also presided over the exercises, the Mayor addressed him as follows: —

And now, Mr. Chairman, of the Rice School District, I pass into your hands the keys of this building, trusting that they will never be turned against the honest inquirer for learning, and that they may be used most effectually in securing its portals against contaminating influences and disturbing elements. May this edifice, so auspiciously commenced and finished, and intended for such excellent uses, prove all that its builders have desired. As a seat of learning, may good scholarship and honest endeavors be ever found within its walls, and may the inculcations that proceed from the teachers emanate from virtuous impulses, be well received, and crowned with success.

In accepting the keys, Mr. FLINT made an extended address, which was replete with interest, and which was heartily received. His reply to Mayor SHURTEFF and remarks to LUCIUS A. WHELOCK, Esq., the Master of the school, were as follows: —

Mr. Mayor: — It gives me peculiar pleasure to receive from your hands, on behalf of my colleagues, the Committee of the Rice School District, the keys of this new and commodious building. I cannot forget that even before your elevation to your present position, you manifested the warmest interest in the

establishment of this district, and that when it was established, it was you who first suggested for it the honored name of Rice, with which we, as a Committee, have been perfectly satisfied, and of which we are justly proud.

It is true we have no long history of which to boast. It was only two years ago this very month when the Rice School started into active being. It gathered in its complement of pupils from more than one over-crowded school, taking some from the Brimmer, some from the Dwight, and some from the Quincy, and nestled them in an antique structure commonly known as the old Franklin School-House. When I was in Switzerland, a few years ago, I reverently sought out the building occupied as a school by the renowned Pestalozzi, who founded a new system of instruction, and gave his name to a new method of teaching the young ideas. Having been built as a castle in the twelfth century, it was some six or seven centuries old, and so dilapidated as to make it about as difficult to climb as the Rigi, the Faulhorn, or the Jungfrau,—lumbered up with every conceivable rubbish, damp and noisome in the extreme. Of this uninviting edifice, the old Franklin building has often reminded me. Judge, therefore, how thankful we are to acknowledge our indebtedness to you, and through you to the City Government, for having provided us with this new, convenient and spacious structure, so admirably adapted to the purposes for which it was designed.

We are not unmindful of the increased obligations

and responsibilities which this large outlay for greater accommodations imposes upon us as a committee, but we regard them as so important for the intellectual, physical and moral training of the boys of this community, that we cheerfully accept the trust, and pledge ourselves to renewed earnestness and effort to develop here a Grammar School of the highest character, worthy of the name it bears, and of a city that has good reason enough to be proud of her schools.

And now, Mr. Wheelock, it becomes my pleasant duty to place the keys of this school-house, the symbols of your authority and trust, in your hands, as the accomplished Master of the Rice Grammar School. When the committee selected you two years ago to fill this responsible and honorable position, they did it with the utmost confidence that you would do your part faithfully and fearlessly to make this school one of the best in the city. That confidence has grown every day. With your able corps of assistants you have accomplished all that could reasonably have been expected, and more; and now that your sphere of usefulness will be enlarged, we still have confidence in your ability, and your faithfulness to this high trust. May the children that go out from this school, have occasion long to look back upon the days spent here, as among the brightest and sunniest of their lives.

We entreat you to prefer substance to show in matters of instruction, gentleness to harshness in matters of discipline. We entreat you to remember

that the best education is that which embraces the wisest knowledge of common and useful things, rather than of books; that text-books are at the best but the tools of incompetent teachers, a necessary evil under our present system of instruction, and that the less you have to do with them beyond a strict compliance with the rules and regulations of the School Committee, the better; and to remember, especially, that the prime object of education is to teach the pupil to think, to investigate, to observe and to know, not so much of books, as of the things of every-day life.

I congratulate you most heartily, on behalf of the Committee, upon your auspicious entrance into this model school-house.

Mr. WHEELOCK responded as follows : —

Mr. Chairman, — In accepting the trust wherewith you have honored me, I feel deeply impressed with the magnitude of the responsibility it imposes upon me. With many thanks for the kind words with which you have bestowed this trust upon me, I assure you, both for myself and the very able corps of teachers associated with me, that our utmost endeavors shall be put forth, that we may meet the just expectations of parents and of the committee.

That we may fully accomplish this, I would here bespeak the hearty co-operation of the parents of these children. I entreat them to visit us often, that both teachers and pupils may be cheered on in their work by their advice and sympathy. Unless confidence and sympathy exist between teachers and

parents, no school can half accomplish its mission. May we never fail from such a cause.

We hope and mean to have a good school, one that shall be worthy of this magnificent building, furnished with all the aids that the most advanced knowledge and a wise liberality can furnish, worthy of the distinguished name it bears, and worthy to take rank among those unsurpassed schools on either side of us.

I cannot allow this opportunity to pass without expressing my deep obligation to you, sir, and your associates upon the committee of this school, for the uniform courtesy and kindness with which you have treated me. Often when I have come to you perplexed and in doubt as to the best course to pursue, you have listened patiently, and sent me away relieved of half my burden by your wise counsel and hearty sympathy. May the day be far distant when this school shall be deprived of the invaluable services of yourself and associates.

At the conclusion of Mr. Wheelock's remarks, the choir sung the following: —

DEDICATORY HYMN.

WRITTEN FOR THE OCCASION BY CHARLES L. FLINT.

Our fathers trod the barren wild
Of this New England shore,
To raise a fane to sacred truth,
To stand for evermore.

In doubtful hope and anxious fear
They sternly persevered,
To lay foundations, deep and strong,
To principles revered.

Not as those noble fathers came,
Come we, their sons, to-day,
This tribute to their names to bring,
This debt of honor pay ;

High hopes are ours that richest seed
Be sown for coming time :
Here may we true ambition feel,
To make our lives sublime !

Here may our young and ardent souls
To highest praise aspire,
And here may words of magic power
Enkindle living fire !

Here press we on with youthful might,
Life's journey just begun :
The future gleams with dawning light
From glory's blazing sun.

Hon. ALEXANDER H. RICE, for whom the school was named, was then introduced, and spoke as follows:—

The dedication of this commodious and attractive building with prayer, and speech, and song, and the enthusiasm of these young hearts to the noble purposes to which it is devoted, furnishes an occasion of lively interest to all who are present, and to all others

who are interested in the welfare and increase of our public schools; and yet, Mr. Chairman, I am forced to confess that the incident of kind partiality for which I am indebted to His Honor, the Mayor, and to the School Committee, renders it to me an occasion not wholly free from embarrassment. That is a beautiful form of compliment which the city employs when it honors a citizen by affixing his name to one of the public schools, and thus renders the institution and the building a testimonial of good will and a lasting monument to his memory; and his heart must be much colder than mine, who can recognize such a tribute of respect and kindness to himself, without experiencing the deepest and most grateful sensibility.

How transcendent the praise that is due to any community which places among the chief objects of its care, the education of the youth of both sexes, in those branches of knowledge which facilitate and ennoble the pursuits of common life, and elevate and fit its population for the enjoyment of their intellectual and social pleasures, which stand in honorable and striking contrast to the mere gratification of the senses,—a community which, impressed with the value and importance of the work, hesitates not, year by year, to make the large appropriations necessary to line its streets and crown its hill-tops with edifices, combining the best attainments of architectural skill, and furnished with every personal and material aid which can render this work of education increasingly attractive, healthy and successful.

After all that has been heretofore said on this subject, it would seem but an empty platitude for me now to enlarge upon the well-deserved renown of this city, for its early espousal of the cause of popular education, and for the steadfast liberality with which it has maintained a system of public instruction, which, after the lapse of two centuries and a third, remains unsurpassed by any competitors. Whatever other charges against our local institutions may be made, either seriously or playfully, in this particular at least there is nothing to vindicate, since all that we desire or claim is nearly universally conceded. Nor would it be profitable to spend much of the brief time allowed for these interesting exercises, in endeavoring to set forth the value of knowledge in general. The superiority of man over the brute creation, of civilized over savage nations, of the wise over the ignorant everywhere, in all that pertains to usefulness and happiness in life, is too obvious to need argument or illustration. Yet there are one or two results which flow directly from our public schools into the living characteristics of our people, and which have exerted a powerful and formative influence upon the country at large, which it may not be inappropriate to notice.

It is simply the truth to say of Boston and New England generally, that the great cardinal doctrine, sometimes rather flippantly enunciated, that free institutions, and a Republican form of government, can alone be sustained by an intelligent and educated constituency, has, from the very formation of

the American Union, been here received and held as a positive and substantial fact; and is provided for and guarded under the sanction of law. So that it is not only among the rarest of incidents to meet in our community a native-born person who cannot read and write, and who is not tolerably well versed in the elements of a good English education; but the necessity of guarding the suffrage with intelligence and culture, has been carried so far as long ago to have incorporated into the fundamental law of Massachusetts, a provision that no person shall exercise the elective franchise, who cannot read and write the language of the country. Unless, therefore, this doctrine and our practice be erroneous, our public schools, which are the only instrumentality able to educate the masses, becomes the bulwark and safeguards of popular liberty.

Another result flowing from our public schools, is a more rapid and earlier development of whatever faculties our youth possess, and a corresponding gain in the age at which the responsibilities of manhood are assumed. Education, by which we mean not simply the possession of a given amount of knowledge, but also the discipline of the mental powers and the strength imparted by their healthy exercise, is thus made to anticipate experience and to secure its results. The young man is so much the sooner prepared to take his position in the affairs of the world, and to take it with that measure of discipline, and that stock of knowledge, which give boldness and confidence to his enterprise, and increase the probabilities of success. Moreover,

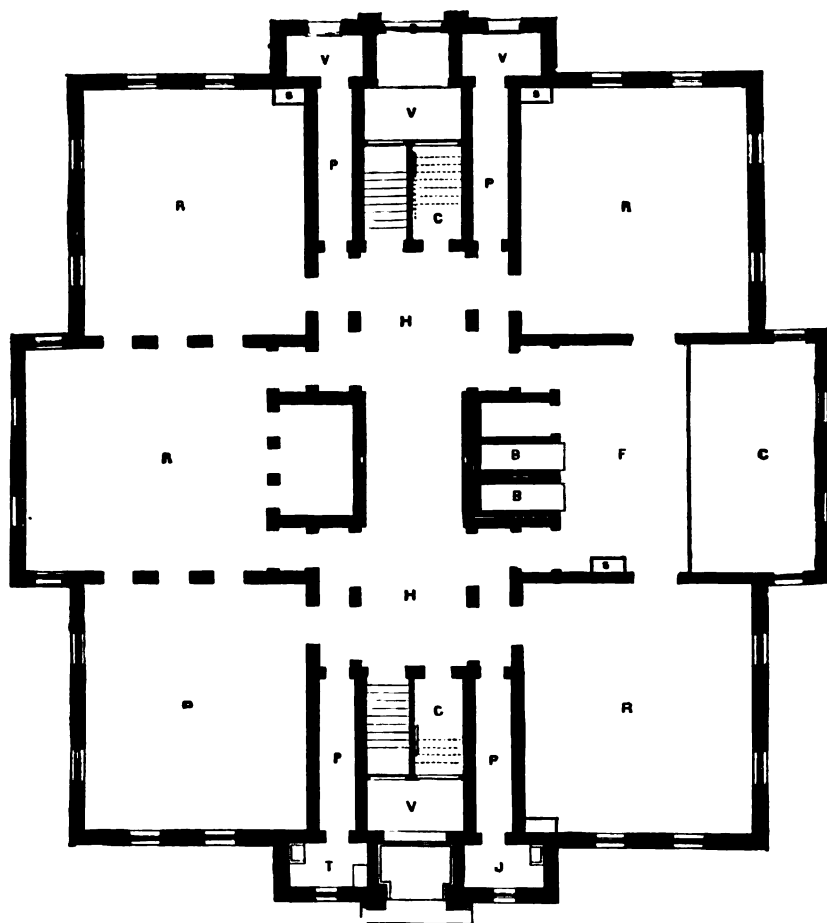
the love of knowledge which the schools inspire, and the sharp and perpetual contact of numerous educated minds, respecting the multiform questions which are encountered in lives crowded with incidents and duties, soon overleap the routine of the text-books, and seek gratification in the broader fields of literature, or by boldly exploring afresh every channel of human thought, and motive and action. Science, philosophy, politics and religion, are thus brought again and again to the tribunal of original discussion; and no amount of merely traditional authority can withstand the verdict of the latest investigation. It is this fact which has rendered New England the battle-field of opinion, and the fountain-head of so many of the progressive movements of this age. Furthermore, a community to which the pressure of development is so universally applied, would naturally be fruitful in leaders of enterprise and leaders of opinion; and with a country before them so vast and so replete with opportunities for success and distinction as ours, they as naturally yield to the power of this attraction, and carry their habits and their institutions with them, and spread their influence through all the channels of our national life.

The ubiquity of the Yankees, as we New Englanders are especially called, is already proverbial. Largely through the influence of this emigration the mighty West with its growing and influential States, each an empire in extent, and destined to control the future of this country with its vast population, is

following closely the line of New England precedent in its estimate of popular education, and has already become our most vigorous and gallant rival in this noble competition. The regenerated South, too, having at last inhaled the spirit of freedom, sees in the education of its people, without distinction of race or color, the strongest guaranty of its peace and prosperity. In a word, if it be indeed true that the world is governed by the intellectual and moral forces in society rather than by mere physical power, then must we look to our schools as better elements of strength than standing armies, or all the navies that float upon the seas.

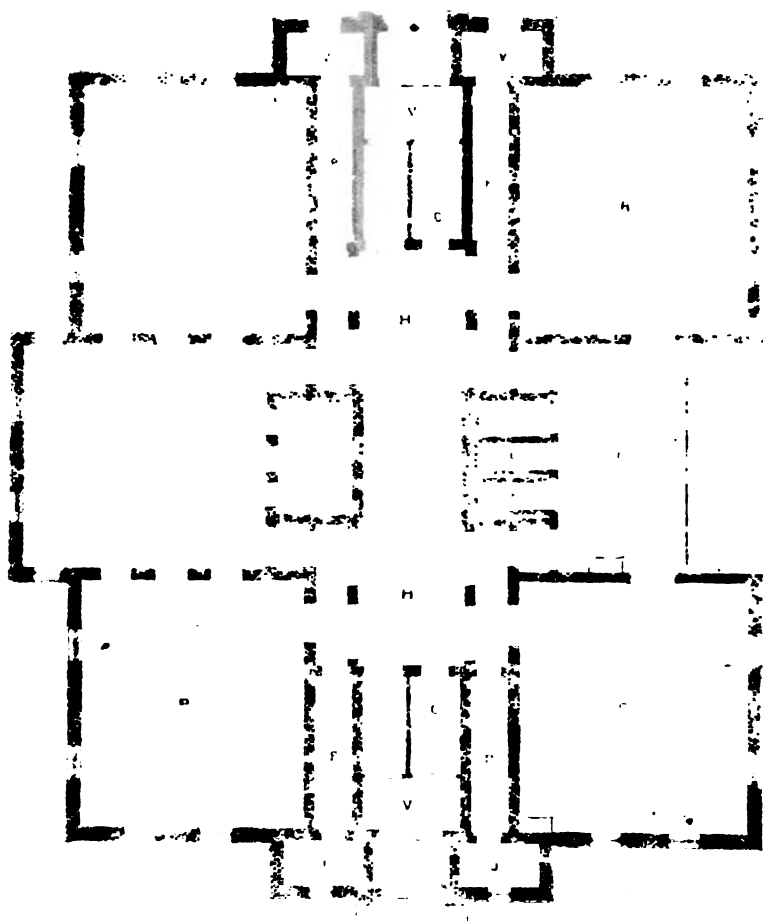
I heartily congratulate the teachers and scholars of this school and the neighborhood in which it is located, on the ample and convenient accommodations with which they are now provided; and I fervently hope that the school will continue to maintain and to deserve its high reputation; and that the career of all who shall go out from it may be characterized by honor and usefulness and happiness in after life.

Other addresses were made by the Superintendent of the Boston Public Schools; Hon. Joseph White, Secretary of the State Board of Education, and others; other beautiful songs were sung, and the exercises were closed with the doxology and the benediction.



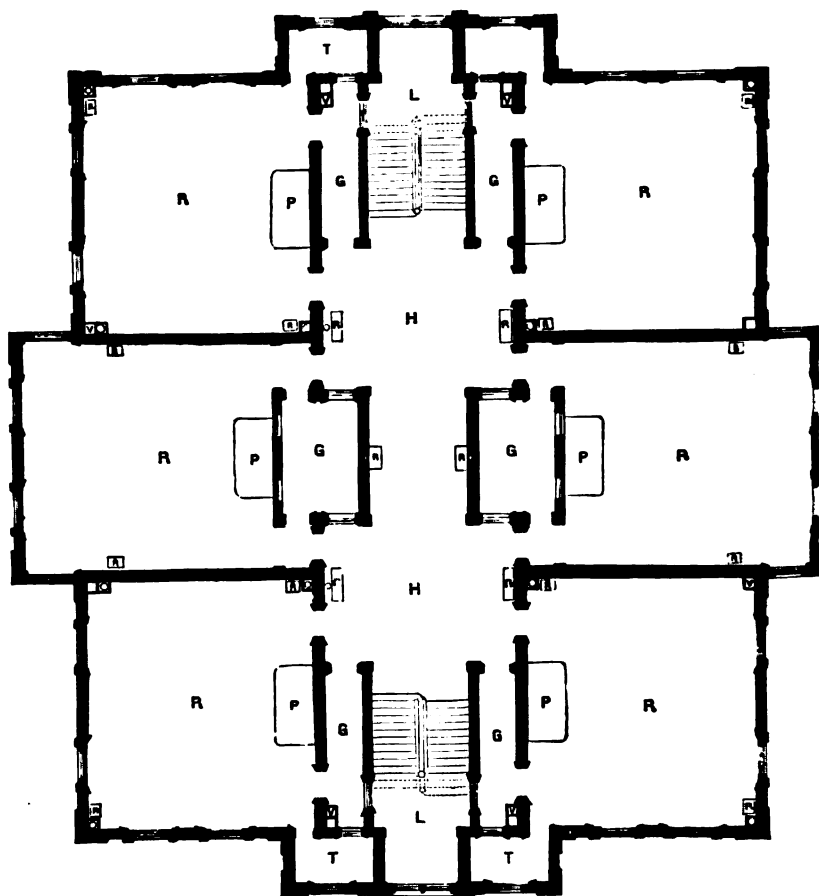
BASEMENT.

- F.** Boiler room.
- B. B.** Boilers.
- C.** Fuel room.
- R.** Play rooms.
- n.** Play room.
- T.** Water closets.
- J.** Janitor's room.



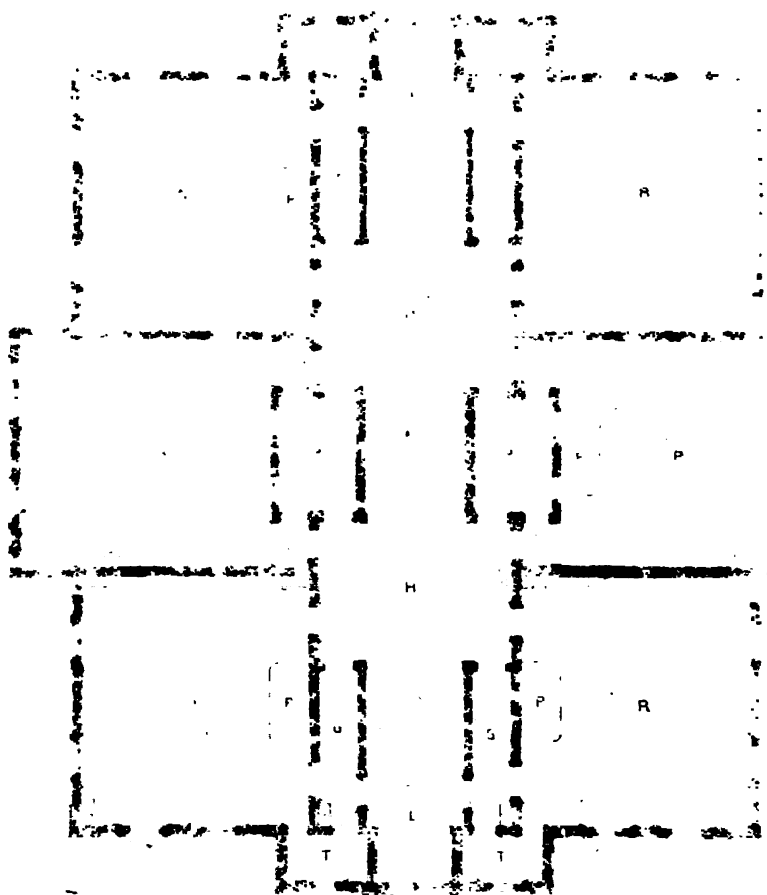
BASEMENT.

- F. Boiler room.
- B. B. Boilers.
- C. Fuel room.
- R. Ray room.
- n. Ray room.
- T. Water closet.
- J. Janitor's room.



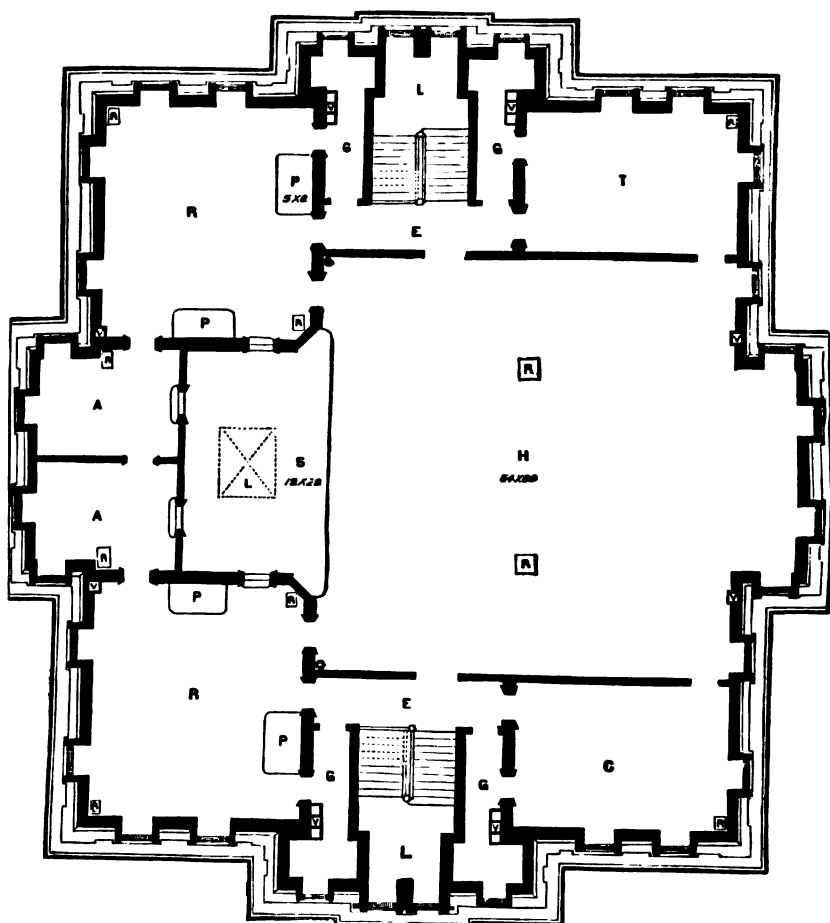
FIRST AND SECOND STORIES.

- R.** School rooms.
- H.** Corridor.
- G.** Clothes closets for pupils.
- T.** Teachers' rooms.
- L.** Vestibules.
- P.** Platforms.



FIRST AND SECOND STORIES

- R. Reading room.
- U. Lobby.
- G. Control room for sample.
- T. Teacher's room.
- L. Vestibule.
- P. Platform.



THIRD STORY.

- H. Exhibition Hall.
- R. School rooms.
- O. T. Extra rooms.
- G. Clothes closets for pupils.

SHILL

This building is situated in the city of Chester, Severn side. The general outline of the ground is a very extreme width of 100 inches to the front and 100 from front to rear of 100 six inches, the granite base of the walls. Exteriorly the building is in the perspective elevated on a high grooved wall, an imposing noblest, perhaps, that public building. The architecture the several thousand will in the

The basement is five feet and is partially of the walls brick, and is divided into several rooms, a central hall, entrance, portico

The first story

ent clo

with the

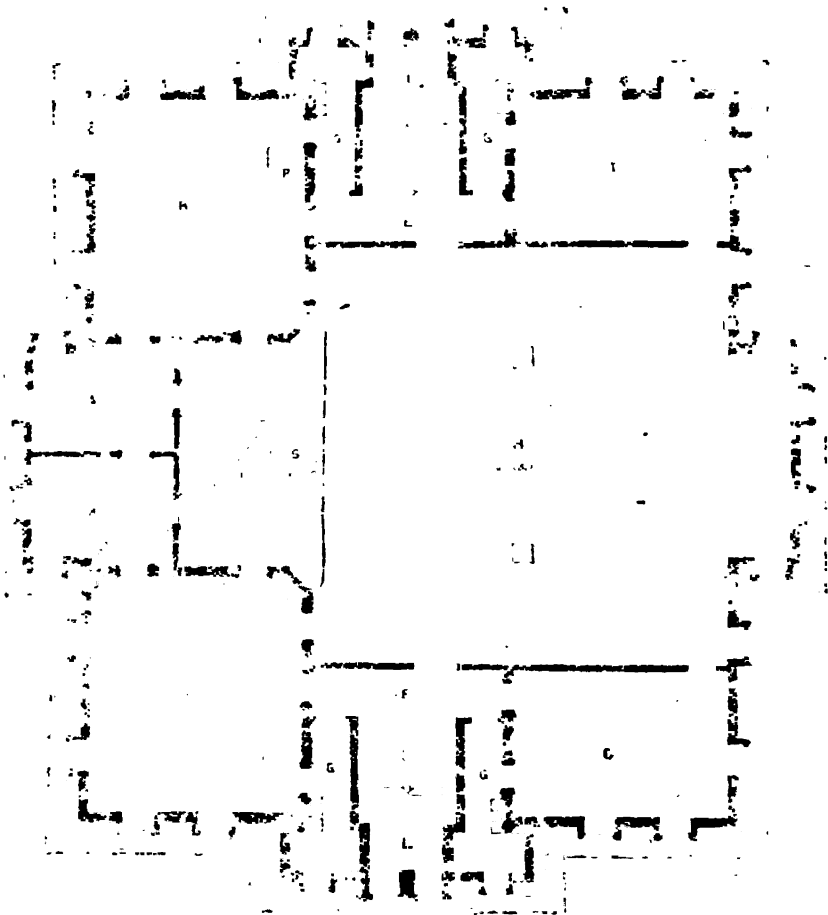


FIG. 1. 1910.

- H. EXHIBITION HALL.
- R. School rooms.
- C. T. Extra rooms.
- G. Closets, stairs, etc.

SHURTLEFF GRAMMAR SCHOOL-HOUSE.

DESCRIPTION.

This building is located on land bounding on Dorchester, Seventh and F streets, South Boston. The outline of the ground plan is a Latin cross, having an extreme width of one hundred and four feet eight inches as the front on Dorchester street, and a depth from front to rear of one hundred and fourteen feet six inches, these measurements being outside of the granite base course at the ground level of the exterior walls. Externally, the structure exhibits, as shown in the perspective view (see frontispiece), two stories elevated on a high basement,—the whole mass being crowned with an imposing double Louvre roof,—the noblest, perhaps, that is to be seen upon any of our public buildings. The arrangement of the rooms on the several floors is shown in the accompanying cuts.

The basement, which is nine feet high in the clear, and is partially unfinished, the floor being of brick, the walls brick, whitewashed, and the ceiling plastered, is subdivided into five play-rooms, boiler and fuel rooms, a centre hall, and staircases in front and rear, entries, private water-closets and janitor's room.

The first story contains six school-rooms, with six garment closets and four teachers' rooms, communicating with the school-rooms; a centre hall, with its

exterior entrances in the front and rear exterior walls, divides the building into two equal portions. The second story is subdivided in the same manner as the first, with the staircases of the hall located over, and as a continuation of, the first story staircases. These stories are thirteen feet and six inches high, respectively, in the clear. The third, or roof story, which is fourteen feet high, contains an exhibition hall, with two large ante-rooms connected, together with two school-rooms, each having an ante-room attached, four garment closets, four teachers' rooms, and two staircases.

The building has four elegant and ornate façades, with central projections in each of the same, with all their windows and doorways elaborately finished with white granite and the best pressed brick dressings. The stylobate on which the two principal stories stand is at once bold and imposing. The entablatures crowning the walls are massive and elegant in outline, and together with the pediments in the centre of each, complete the façades on which the towering roof is seated. This roof is *the* feature of the exterior, and in all its details of enriched Lutheran windows, entablature finish, — at the intersection of the two pitches, — metal grillé, vane and other elaboration, forms altogether a charming picture, on which the eye rests with great satisfaction.

Some extracts from the "specifications" on which the contract for the building was based, will serve to indicate the superior quality of the materials which entered into this noble structure.

"The whole of the stone foundations are to be executed with block stones, of the full thickness of the wall in which they are placed, to be of Quincy stock, or other granite of equal quality, the whole of said work to be laid and filled solid with mortar, made 'cask and cask' of Rosendale hydraulic cement and Eastern lime mortar."

"The underpinning and basement courses, threshold, steps and platforms to front and rear entrances, cellar doorway caps, curb steps, the belt courses at the level of first and second story floors, the sill course under each window, capital of pilasters on each side of entrance doorways, caps and sills for all windows of rear façade, voussoirs, and keystones of arches over front and rear entrance doorways, the underpinning of outside privy wall, and all other granite work shown on plans, to be of best even-colored Concord, N. H., or Hallowell, Me., granite, fine hammered, full and dressed to the dimensions given."

"The outside walls of the building are to be solid and twelve inches thick. . . . The traverse and longitudinal partition walls of school-rooms, and walls flanking main hall, are to be built solid, twelve inches thick. The outside course of bricks of the four exterior walls of the building, including all pilasters, architraves and facias, is to be laid with best quality of pressed bricks, of uniform color, bonded and tied to the backing in the best manner. The remainder of the brick work, except as may be hereinafter specified, is to be of the best, hardest,

merchantable bricks. The entire brick work — except such portions as are hereinafter described, to be laid in pure cement — is to be laid in a mortar of best quality of cement and lime, mixed cask and cask, and each joint to be well filled with mortar and fully slushed."

The above are but samples of the high requirements in respect to materials and workmanship throughout every part of the edifice from "turret to foundation stone."

The upper floors are of the best southern pine, free from all defects, kiln-dried, one inch thick, and not exceeding five inches in width. All the inside finish is of soft brown ash, perfectly seasoned, and kiln-dried. This finish is grain-filled, and then oil-polished. The school-room walls, in every story, are lined up four feet high above the floor, excepting under the blackboards, where it is lined up two feet and four inches.

Every window above the basement is fitted with inside folding blinds and panelled flat back linings and soffits, the blinds for each opening being made in four parts in width, and two in height. Over each school-room and clothes-closet door, there is a stationary blind, twenty-three inches high, with rolling slats. A liberal supply of blackboards is furnished in each school-room. They are four feet wide, and placed two feet and four inches above the floor. Each room has two chalk receivers built into the partition wall, about twelve inches in the clear, with lids hung and fastened with brass trimmings.

Each clothes closet is furnished with eighty heavy iron double clothes hooks.

All the windows are provided with iron wire window guards of the most approved description.

The requisite gas pipes and fixtures have been furnished for lighting the boiler room, the central hall and passage-ways in the basement, the front and rear vestibule, hall of the first story, stairways, exhibition hall, ante-rooms adjoining, and committee room.

Striking-bells and speaking-tubes are provided connecting the school-rooms throughout the three stories, and the exhibition hall with the master's room. Each school-room is furnished with fifty-six single desks and chairs of the best pattern, workmanship and materials from the manufactory of J. L. Ross.

The building is heated by a low-pressure steam-heating apparatus. There are two tubular wrought-iron steam boilers in the basement, which may be worked conjointly or separately. There are radiators in the corridors and entries, but the rooms are heated by means of air passing through air chambers in the basement, two for each room, each of which contains a stack of steam radiators.

For ventilation, besides the revolving blinds over the doors, each room has a ventiduct 16×16 , with an opening at the top and bottom, extending to the base of the ventilators on the roof. Of these there are four (Boyd's solar) two feet six inches in diameter at the neck.

The exhibition hall is furnished with an elegant and costly clock, of a unique emblematic design, the

gift of Hon. Nathaniel B. Shurtleff, whose name was given to this noble school, by the unanimous vote of the School Board, as a recognition of his services in behalf of the public schools in this city.

The lot on which the building stands, contains 41,000 square feet, and is enclosed on three sides with substantial brick walls, and on the front by an iron fence, mounted on a fine hammered granite base.

On the whole, this noble structure, which cost \$109,526.05, is probably one of the very best specimens of school architecture, that our country affords.

It was erected after designs prepared by the architects J. G. F. Bryant and Louis P. Rogers. The contractor of the mason work was William Sayward. The carpenter work was executed by Benjamin Flanders, and the heating apparatus was put in by George W. Walker & Co.

DEDICATION.

The dedicatory exercises took place in the exhibition hall, on the 23d of November, 1869, under the direction of Dr. John S. H. Fogg, chairman of the District Committee.

After the singing of the hymn, "Father of Mercies," by a choir of pupils from the Bigelow and Shurtleff Schools, selections from the Scriptures were read by Rev. E. K. Alden, D. D.

Alderman F. A. RICHARDS, chairman of the Com-

mittee on Public Buildings, in brief and pertinent remarks, then surrendered the keys to his Honor, Mayor Shurtleff. He considered it one of the most thorough and convenient buildings ever erected in this or any other city, and thanked the gentlemen of the School Committee that they had taken the name of one who was ever ready to promote the interests of our public schools, as well as the interests of our city.

Mayor SHURTLEFF responded as follows:—

Mr. Chairman of the Committee on Public Buildings:—It gives me great pleasure, in accepting from you the keys of this new school-house, now to be dedicated to the best of purposes, to acknowledge the indebtedness of the city and its people to you and your associates, for your great care and watchfulness over the interests which have been intrusted to you during the past year. This building, which has just been completed under your auspices, has been erected with the greatest thoroughness and adaptability to the purposes for which it is intended; and it stands to-day the best example of school architecture within the city,—commodious, convenient, and comfortable in all its arrangements. In thanking you for the part you have taken in producing the satisfactory results which we now witness, I express the sentiments of your obliged fellow-citizens.

The Mayor, then turning to Dr. Fogg, Chairman of the District Committee, said:—

And now, Mr. Chairman of the School District to

which has been intrusted the care of the school that will hereafter occupy seats in this house, I transfer to you these keys, and with them the superintending care of this building, and the interest in the pupils who will seek, and I trust obtain, healthful and ennobling instruction under its roof. Guard well the portals of this new temple of learning. Let them be always most freely open for the dissemination of all that is good and sound in education; and while their hinges swing widely and freely for the entrance of all that will be for the benefit of the pupils, close securely your doors against all influences that may contaminate the youthful mind. That such will be your endeavors, your past efforts for the advancement of learning and the preservation of the high standing of the Boston schools, have already sufficiently demonstrated.

Dr. FOGG, as chairman of the District, received the keys from the hands of the Mayor, and responded as follows:—

Mr. Mayor :— In behalf of my colleagues of the District Committee, I receive from your hands the keys of this building. We are pleased not only with the munificence of your administration, that has so nobly and generously provided for the wants of the school, in erecting this beautiful building, but more especially that we receive its keys from an honored and Chief Magistrate whose name it bears,—a name familiar and honored in the history of our city in its educational institutions of learning. This building, sir, in its magnificent proportions,

in its architectural beauty, in its convenient arrangements, is worthy of the city that has erected it, of the cause to which it is devoted, and the name it bears.

No prouder monument could you desire than this, that your name should be associated imperishably with this structure, and thus be enshrined in the hearts and memories of the generations of children to be educated in these halls. In behalf of the Committee of this school, of the corps of teachers, of these children, of all the inhabitants of this section of our city, I tender my thanks to you, Mr. Mayor, and your associates in the City Government, and to the Superintendent of Public Buildings, for the kindness with which you have acceded to all our wishes in regard to the building.

This school has no history to present to you to-day. Its name and organization are co-existent with the commencement of the present school-year. It has no roll of honored alumni to assemble to-day within these walls and participate with us in these exercises. It has existed as a portion of another district for a year or two past, and suffered all the ills attendant upon such an existence. Gratefully to-day these classes gather from ward-room, from attic, and from basement, to assume their just and proper position as an organized school located in their appropriate school building. But, sir, I trust that its history commencing here to-day may be an honorable one, such as all who are connected with it, either as committee or teachers or pupils, may in

time to come be able to point to with a just pride. And may the sound learning, the enlarged culture, the mental development, the high moral tone of the graduates of this school, in all the years of its history, enable you to esteem it the highest honor that could be conferred upon you that it bears the name of the Shurtleff School.

Turning to the master, Henry C. Hardon, Esq., he addressed him as follows:—

And now, Mr. Hardon, with the unanimous and cordial assent of all my colleagues, I perform the pleasant duty of transferring these keys to your hands.

They are the symbol, and this act of delivering is the seal, of your official power. We entrust these keys to you as Master of this School, with entire confidence in your ability, integrity, and devotion to the duties of your office. You are no stranger to this Committee, or to our citizens. These twenty years you have had charge of the educational interests of some portion of the children of this community, and your fidelity and enthusiasm as an educator have been known to us all. We have associated with you an able corps of assistants, whose pleasure it will be to aid you in placing this school in a position second to no other in our city. I know that your official duties here will require days of labor and anxiety, but to the enthusiast in his profession, such days are full of the highest rational enjoyment. I trust, however, that your labors will be materially lightened by the cordial co-operation of the parents

of these pupils in your efforts for their improvement. The importance of your charge, and the responsibilities resting upon you, cannot be overestimated. These girls are to be under your care, and moulded by your influence during the most impressible period of their existence. They in turn are to perpetuate that influence as mothers of the generation that is to succeed them. Educate them, therefore, in the highest significance of the word. Arouse in them thought, and provoke inquiry, and then direct that thought and inquiry. Teach them that systematic and practical exercise of the mental powers, which is adapted to raise them to that highest degree of healthful capability, and impart a permanent direction to their activity. Forget not that moral and religious instruction, without which all other teaching is of little worth. Although the mind must be a repository of facts, yet ever remember that in the hands of the educator it is not a reservoir to be filled, but an organism to be quickened.

In brief, so educate these girls, to-day committed to your charge, that they shall become essential to the very existence of all the best interests of society, shall adorn and beautify their homes with pure affection, earnest piety, and educated intellect.

Then in all after life shall the days passed under your teaching be precious in their memories, and year after year shall they return to these halls to lay at your feet their revered tributes of affection.

MR. HARDON, on receiving the keys, replied as follows: —

Mr. Chairman, I thank you for your kind words. With these added facilities for our work, a building elegant without, elegant and commodious within, fitly proportioned and strong to its foundations (fit representative of what education itself should be), with a janitor unequalled to keep it in order, with teachers appointed not as politicians appoint men to office, to satisfy "claims," with an attentive and interested Committee, a community yielding ready sympathy and support, it certainly will be the master's fault if we do not have a very respectable degree of success.

Turning to the audience, he continued: Not the unlocking of doors and the allowing of this precious company to find place within, not the guarding of the same through a given session with such remembrance of wants as shall find them at its close without injury at our hand; gracefully and carefully as this attendant service may be performed, it is not for this in our day and section, that the services of the teacher are needed.

How to promote the physical, intellectual, and moral well-being, this is the condensed and central question to which most others tend. To answer this or a portion of it, wise and thoughtful persons may well address themselves, and guided by the light of the time, the experience, thought and tact of the teachers may have some share in furnishing a yet better answer, and for this are their services required. To be in some degree influential in promoting a more vigorous bodily growth in the rising generation

by a plain and timely rehearsal of known and much unheeded hygienic laws, to insist as far as a very limited control will allow upon obedience thereto; these are not small things to do. This kind of knowledge, in its complete application to the raising of horses and cattle, makes a reputation for a man on Brighton Road and at cattle fairs.

Masters of the primary and knowing the subsequent conditions of success, with what marvels of fleetness, beauty, and endurance, what wonders in symmetry and avoirdupois, they crowd the market. Further removed in our power of influence, the State itself finding it difficult to control even few of the conditions, how far more uncertain is the reaching of like results in the human family, so that we might oftentimes say, There walks Apollo or the Venus de Medici.

But because of the difficulties and want of command of all the forces contributing to the thing sought, the end is not to be ignored or kept dimly in the background. Let us know for what we seek. Beating about in the dark wastes our strength and taxes our nerves for nought. Civilized man is and is to be largely (perhaps even more largely) a dweller in cities. That point need not be argued. City life has appliances and habits among some, most excellent for developing the perfect physical form and health. All cannot have time and means to be benefited by the most costly of its opportunities.

It has disadvantages also. Let us look a moment. The situation of many of the houses is such that a

large number of living rooms have no direct sunlight during the day. In these rooms the children of many families have their home. This is a great evil. Plants and animals below man do not flourish under these circumstances. The laws common to the lower apply to the higher also. In our own and some other cities, we have the damp cellars of the low ground, or, as in the marsh near by, standing water at the surface the most of the time. Can children full of health grow up on such territory? The dry climates produce the finest races. The driest localities in any given section or house, are most conducive to health. Consumption has its favorite home in the cold and damp.

How many young women and girls among us, suffer from exaggerated notions of the importance of fashion in dress. In the best educated minds, protection first, and beauty and fashion afterwards, is the true order of sequence. In the savage mind, and the mind of fashion's devotee, this order is reversed, if, indeed, the latter has any importance at all in their estimation; and yet at what fearful cost do we thus let our vanity, and the fear of Mrs. Grundy, run away with us.

Can it be doubted that almost every girl in this community would come to a more vigorous bodily growth, be yet more handsome, of yet better disposition, greater strength, and live a longer, more useful, and happy life, could she be allowed to ignore any fashion that is known to expose or impede the action of the lungs, prevent any part of the muscu-

lar system from its appropriate exercise, or furnish insufficient warmth to any part of the body? Were not those High School girls resolute and wise, who, a few years ago, said among themselves, let us take off some of these leaden shoes of fashion, and run an educational race as boys run; let us cut short our hair, and save time and strength, and delay a partially bald head; let us leave off certain superfluities regarded as adornments, and take the risk. We shall be earlier at breakfast, be enabled to assist a trifle at home, and go to school more fresh than now.

If fathers and brothers claim the need of out-of-door exercise, regardless of the weather, should not the same hygienic law apply to girls? We know our stormy climate. If fortune gives us the necessities for it, water proof and boots, let us not complain of the lack of luxuries. Is the ability for large and solid mental acquisitions to be greatly determined by health? If so, let us keep its teachings in practice, that we may not lag behind. These were not foolish questions or poor conclusions for girls of seventeen.

It is hardly necessary to add, that at the next public examination, these were the prominent girls. They had not small waists, were dressed rather plain, wore little jewelry, but were in full health, had the beauty that comes of much intelligence; gait, attitude, gesture, exactness of knowledge, precision and elegance of statement, these were in part the fruit of their resolution, and well-directed energy. They make a

charm that men over thirty are willing to acknowledge, and give younger men seasons of absent-mindedness. Can this command less than our admiration, when so merciless a tyrant as fashion loses a part of her enormous claim, and the energies she would consume are devoted to higher uses?

If our houses, our manner of dress, and the regularity of our exercise have much to do with the kind of person we turn out to be, what we take as nourishment or medicine cannot be of small importance also. The quite considerable adulterations of food and drugs, the extended milk, the poisonous oils by which alcohol and common whiskey yield every variety of spirit, the quite large use of tobacco among growing boys, these telling upon the stamina of the rising generation, affect city population more than others.

For some of the most desirable modes of recreation common to sparsely settled districts, we have not, to the extent we might have,—the cultivation of flowers, a vine or two for our few square yards of sunny ground, out-of-door recreation in the daytime, and more books of zoölogy, botany, and travel, for the evening amusement and instruction of children.

It is certainly not according to the best arrangement of things, that many people in walking shun the sunny side of the street, that moonlight in this climate has such great attraction, that the cheapest fiction is quite extensively perused, that quiet home amusements are not popular in every house, that

girls physically very immature may sometimes be found in the ball-room from three to six hours after they should have received their mother's kiss, and been tucked quietly in bed. Excessive exercise on these occasions, too prolonged for growing muscles, over-heating and sudden cooling, intense excitement often, a late and sometimes immoderate repast, these physical transgressions, often repeated, cannot allow the girls of this generation to vie in health with the grandmothers of the old country or the new.

The saint and his opposite, leaning over the precipice till the line of support passes the brink, must both go down. Does not fire always burn? It matters not whether John Rogers or a malefactor in a savage community be exposed, the result is the same. We plainly see that in the operation of physical laws, there is no respect for moral and intellectual considerations. The same may be said of hygienic laws, perhaps with the small difference that certain intellectual and moral traits have a staying or mitigating effect by putting the constitution into the fullest possession of its powers. Viewed in this light, it almost ceases to be a difference.

These things being so, the reign of law being everywhere seen, shall we not strive more fully to comprehend the condition of things under which we exist, seeing that the more completely they are met, the more abundant the life, and the longer its average duration. Arriving at sixty if we may, with a sound body and improved opportunities, what a momentum have we: acquisition has become a habit and

is easy. The mastery of the twentieth science; it has the light of nineteen shining upon it: the twentieth language, if of the same family, forty winter evenings would accomplish it well.

People talk of saving time in education. Here would be a savings bank of time for education that would pay a dividend of from three to twenty years on a large number of lives; not of decrepitude and inanity,—an addition to the unburied dead,—but of years that the world needs to advance the highest interests of society. What a wealth of wise counsel, what additions to science, what ripeness in literature, what general progress from minds thus stored with wisdom, disciplined by a life of labor and utterly at one with the ways of the Eternal.

Mr. Chairman, parents and friends, in order that we may have the benefit of more such lives, and achieve the best results for ourselves and our children, can we not use some increased care that these human plants intrusted to our hand, shall not have their days shortened by our neglect of precept, our yielding against knowledge, or by our bad example? Many are longing for a higher education. With the best facilities there is plenty of work required to get it. A constitution of at least fair native power, which is almost or quite a stranger to excesses of every kind, is the only sufficient granite foundation for a broad and lofty culture.

At the conclusion of Mr. Hardon's remarks, His Honor, Mayor SHURTLEFF, spoke as follows:—

Mr. Chairman, Gentlemen and Ladies:— In the naming of the school that is now to occupy these spacious and elegant halls, I feel that the School Committee, and especially that portion of it which represents South Boston, has conferred upon me the highest honor which could be bestowed by my fellow-citizens. Many of my early years were passed in the public schools of Boston; and for this privilege, which I fully appreciate, I have endeavored in my manhood to repay somewhat of my debt of obligation, by serving the city as a member of the School Board to the best of my ability. Connected, therefore, with the public schools so many years as I have been, I can most sensibly estimate the new honor, and with sincere gratitude I return my warmest thanks for the high consideration.

Our community, sir, has always been noted for its regard for learning, and for the good nurture and education of our children. From the earliest days of our colonial existence,—and Boston was really for many years not only the head but the heart and substance of the colony,—even to the present day, our best and most learned men have taken the lead in all matters which had any bearing upon the instruction of our youth; from the time when good Master Philemon Pormort was, on the thirteenth of April, 1635, entreated to become schoolmaster of the small village of Boston for the teaching and nurturing of the children, until

now, when we can educate our teachers at our own schools, and fully qualify them for their work.

But for schools and all the conveniences of the present day, our predecessors had but very meagre representatives, and the boys and girls of the olden time fairly earned all the scanty supply of learning they obtained, by toil and hardships. I will venture to say that good old Master Pormort, when he taught school in his humble shanty on a small portion of the lot before the present City Hall, had to make his own fires, for which, perhaps, he felled the trees and split the logs, and most assuredly cut the twigs for his brooms, his kindlings, and, if corporal punishment was allowed in those days, for his unruly boys. Imagine a rough board for a desk, a log for a seat, and a pitch-pine knot to furnish light. These, sir, are not improbabilities. I remember well what the boys of my own day had to do even in the old Latin School under the late venerated Master Gould. We swept the rooms, we lugged the wood, and we made fires in the old box-stoves that burned our faces while chills ran freely over our backs. Now the master can be a gentleman and a scholar, and the boys and girls can, literally speaking, be students and scholars. The ventilation of old times, accomplished through a broken window, is now by the fascinations and enticements of science secured to the rising generations by patent, and meted out and measured according to the indications of the barometer, thermometer, and the hygrodeik.

One advantage, certainly, our fathers and even the old men of the present day had, when they were boys, over the present generation. They were not much encumbered with school-books. A small green baize satchel of very diminutive capacity would then suffice to contain all of a school-boy's library. Old Father Dilworth's spelling book and a good slate, with a writing book, goose quill and plummet, went a great way with them, until Noah Webster, Junior, Esquire, and his sturdy followers, old Abner Alden, Lindley Murray and Caleb Bingham, opened the direful battery, to be so fearfully followed by Fowle, the Emersons, Swan, Cummings, Mitchell, Worcester, Hillard, Sargent, and innumerable others, without mentioning the annual battery from New York, Philadelphia, and everywhere else. And in this connection let me say that in the old school-boy days, when nothing but the three Rs were taught — reading, writing and arithmetic — the Boston children had pretty good instruction, and thought they knew something when they left the grammar schools. Old Masters Cheever, Williams, Hunt, Tileston and Webb thought they amounted to something, and that they were the burning and shining lights of the day, that enkindled the fire that produced so much learning in this, our Athens of America, when Boston, but a mere town, had acquired a reputation for educated and literary men, vieing with most of the cities and seats of learning in the old world, — a distinction well earned and equally well deserved.

May I, sir, before taking my seat, remind your

young pupils that this house stands upon historic ground; and that they must never forget, that on one dark and dismal night, perhaps the most so in the gloomiest days of our history, this very soil yielded to the tramping feet of weary men, and the burdens of heavily laden vehicles, hastening to the neighboring heights for the relief of our then beleaguered town. Let them never forget that from Old Dorchester Heights, very nearly a century ago, the immortal Washington drove forever from our sight the foes of Boston. Would time permit, I would tell them that, during the lifetime of our fathers, this part of our beautiful city was almost a barren waste, and that seventy years ago, the small sum of twenty dollars was all that could be allowed annually for the support of a school in South Boston, then known only as Dorchester Neck. I can, at least, ask the master to teach them the history of this place, to carry them back to the time when this Mattapan-nock was under the dominion of the great sachem, old Chickatabut, and show them the changes that have taken place upon this peninsula since that time — how the hills have disappeared, and valleys have been raised,— how the waste land has been covered with habitable buildings, and that all are now teeming with enterprise, industry and thrift.

I would ask, sir, the young people to avail themselves of the great privileges which they now possess, and which, as time flies, may soon be out of their reach. I would remind them that they have advantages which cannot readily be found elsewhere. Let

them strive, therefore, to excel in well-doing; let them be ambitious to learn, and eager to fulfil all requirements; and let their principal emulation be, who best can work and best agree. Then will the new school be an honor to the city, as this your new edifice is an ornament as well as a most useful structure.

At the conclusion of the Mayor's address, several other gentlemen present being called up by the chairman, responded in brief and appropriate addresses, among whom were Hon. Thomas Russell, Governor Chamberlain of Maine, Rev. Phillips Brooks, Hon. D. H. Mason, member of the State Board of Education, and John D. Philbrick, Superintendent of Schools.

The following Dedicatory Hymn was written for the occasion by Rev. J. H. Clinch: —

Where Ignorance holds its iron reign,
Where mists of deadly Error rise,
Where Virtue lifts her voice in vain,
There Freedom droops and Honor dies.

Until they pluck fair Wisdom's fruit,
And drink of Learning's sacred wave,
Degraded man is but a brute, —
Degraded woman but a slave.

The land is cursed whose children feel
No warmth by Learning's hand impressed;
'Tis Ignorance shapes and drives the steel
That pierces Freedom's bleeding breast.

For this we build :— for Freedom's sake,
These fanes we raise and dedicate ;
For this we lavish wealth, to make
Our Schools the bulwarks of the State.

Great God ! with favoring eye look down !
Prosper the labor of our hand !
Accept our work, — our efforts crown
To elevate and bless the land !

The musical part of the exercises, consisting of a variety of choice pieces, admirably sung, was under the direction of Mr. J. B. Sharland, the popular and efficient teacher of vocal music in the upper classes of most of our Grammar Schools.

ADDRESS OF HON. NATHANIEL B. SHURTLEFF

TO THE SCHOOL COMMITTEE,

IN RESPONSE TO A VOTE OF THANKS AT THE CLOSE OF THE MUNICIPAL YEAR.

At a meeting of the School Committee, held on the 29th of December, 1868, on motion of Adino B. Hall: —

Resolved, That the thanks of the members of this Board are hereby tendered to his Honor the Mayor, for the ability, promptness, and devotion which he has exhibited in the discharge of his official duties as President of this Board during the past municipal year.

In response to the above, the Mayor rose and spoke as follows: —

Gentlemen of the School Committee: — I thank you most sincerely for the complimentary vote just passed. I appreciate it the more, coming, as it does, from a body of men with whom I have been associated in school matters for many years. Nobody knows better than I do, the time that a good committee-man devotes to his sacred trust, nor the labor and anxiety which are the universal concomitants of the position, when its duties are

faithfully discharged; and, therefore, I feel highly complimented for the vote passed by such persons as constitute this Board.

The past year has been one of uncommon good feeling and harmony among the members of the board; no angry discussions have disturbed the quiet of the meetings, and, as far as I can learn, the same agreeability has prevailed in the various sub-committees. A large amount of business has been transacted at the meetings of the Board; and at no period of my connection with it have the members been more desirous than during the past year, of facilitating the proceedings, and completing all the pending details without delays, and without unnecessary adjournments. Indeed, I believe that with the single exception of this meeting, which as matter of custom is always held by adjournment, there has been no special nor adjourned meeting of the Board during the year.

For the personal courtesy that has been extended to me by every member of the Board, I feel very grateful. You have all tried to make my connection with the Board easy and agreeable; and you have most fully accomplished the intention. The position of a presiding officer is frequently beset with difficulties; but you have not allowed any to approach or annoy me. You have co-operated with me in all things, and have appreciated my endeavors to make your labors light and your official duties pleasant and agreeable.

I feel happy in the thought that though this meeting is the last of the year, it does not sever our connection with each other, nor terminate our services for the schools. Most of us will meet each other in our places of trust in the coming year, and the few that leave the Board will undoubtedly be our friends and associates in other positions, and will continue to us and the schools the same kind interest and sympathy which they have displayed while in their present capacities.

Gentlemen, I again thank you for your kind considerations, and return you my most hearty regards, and wish you for the future the fullest measure of health, pleasure and prosperity.

At the conclusion of the Mayor's remarks, the meeting of the Board was dissolved.

**FRANKLIN MEDALS,
LAWRENCE PRIZES, AND DIPLOMAS
OF GRADUATION**

FRANKLIN MEDAL SCHOLARS.

1870.

LATIN SCHOOL.

Ernest Young,
Ambrose C. Richardson,
Frank H. Bigelow,
George H. Towle,
Alfred C. True,
Joseph M. Sheahan,
Robert Grant,
Tucker Daland,
Arthur E. Hartnett.

ENGLISH HIGH SCHOOL.

Ellot L. Butler,
Lyman B. Greenleaf,
Charles E. Cobb,
A. Clark Fuller,
George O. Carpenter, Jr.,
Walter H. Miller,
Charles F. Cutting,
Samuel H. Root, Jr.,
George S. Burton.

LAWRENCE PRIZES.

1870.

LATIN SCHOOL.

DECLAMATION. — *First Prize.* — John C. Goodwin. *Second Prizes.* — Harry B. Hodges, Edward M. Hartwell. *Third Prizes.* — Arthur D. Hall, Robert Grant. *Exemplary Conduct and Fidelity.* — Edward M. Hartwell, George L. Giles, Henry P. Jaques, Wm. H. Litchfield.

Exemplary Conduct and Punctuality. — Charles M. Green, John P. Wyman, jr., Ernest Young, Lester W. Clark, Willis B. Allen, Frank B. Thayer, Samuel E. Wyman, Edwin A. Hatch, William T. Campbell, George P. Sanger, jr., Charles F. Knowles, Matthew V. Pierce.

Excellence in the Classical Department. — Ernest Young, Charles M. Green, Lester W. Clark, James B. Troy, Matthew V. Pierce, Willis B. Allen.

Excellence in the Modern Department. — Ernest Young, Charles M. Green, Lester W. Clark, James B. Troy, Matthew V. Pierce, Willis B. Allen.

Latin Ode. — Collinson P. E. Burgwyn.

Translation into Latin Verse. — Ambrose C. Richardson.

Latin Essay. — William G. Alden.

English Essay. — George P. Sanger, jr.

English Poem. — Robert Grant.

A Poetical Translation from Ovid. — Henry R. Grant.

A Translation from French. — Giorgio A. Bendelari.

A Translation of the Speech of Catiline, Sallust. — William T Campbell.

A Translation from Cæsar. — Holmes Hinckley.

A Translation from Nepos. — Edward J. Cutter.

A Translation of the Life of Menenius Agrippa, from Viri Roma — Frank B. Thayer.

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DECLAMATION.

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SECOND PRIZE. — Lyman B. Greenleaf, First Class; James C. Miller, Second Class.

THIRD PRIZE. — Elliot L. Butler, First Class; Levi W. Russell, Third Class.

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FIRST CLASS. — Joseph W. Abbott.

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COMPOSED OF PUPILS OF LATIN AND ENGLISH HIGH SCHOOLS

Under Instruction of Capt. Hobart Moore.

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Colonel. — James C. Millar, High School.

Lieutenant-Colonel. — Geo. P. Sanger, jr., Latin School.

Major. — C. T. Tyler, Latin School.

Adjutant. — Frank W. Darling, High School.

Sergeant-Major. — John H. Kennealy, Latin School.

FIRST COMPANY. — HIGH SCHOOL.

Captain. — Aug. H. Ells.

First-Lieutenant. — Frank A Bates.

Second-Lieutenant. — Edgar N. Hunt.

SECOND COMPANY. — HIGH SCHOOL.

Captain. — William B. Phelps.

First-Lieutenant. — John H. Appleton.

Second-Lieutenant. — Fred H. Woodward.

THIRD COMPANY. — HIGH SCHOOL.

Captain. — Joseph Chase, jr.

First-Lieutenant. — Edw. J. Hawthorne.

Second-Lieutenant. — Walter K. Means.

FOURTH COMPANY. — HIGH SCHOOL.

Captain. — Thomas F. Cusack.

First-Lieutenant. — John F. O. Wilkins.

Second-Lieutenant. — Harrison W. James.

FIFTH COMPANY. — HIGH SCHOOL.

Captain. — Arthur E. Gill.

First-Lieutenant. — Frank M. Blaisdell.

Second-Lieutenant. — Charles G. Burgess.

SIXTH COMPANY. — HIGH SCHOOL.

Captain. — Geo. F. Baldwin.
First-Lieutenant. — Warren H. Blodgett.
Second-Lieutenant. — Chas.^d Austin.

SEVENTH COMPANY. — LATIN SCHOOL.

Captain. — Chas. M. Green.
First-Lieutenant. — Edmund H. Sears.
Second-Lieutenant. — Harry R. Grant.

EIGHTH COMPANY. — LATIN SCHOOL.

Captain. — Geo. A. Leland.
First-Lieutenant. — Edw. W. Wellington.
Second-Lieutenant. — Edwin P. Stone.

NINTH COMPANY. — LATIN SCHOOL.

Captain. — Geo. C. Richardson.
First-Lieutenant. — Fred A. Hackett.
Second-Lieutenant. — Francis G. Lodge.

TENTH COMPANY. — LATIN SCHOOL.

Captain. — Frank E. Randell.
First-Lieutenant. — Emil H. Krackowizer.
Second-Lieutenant. — Daniel B. Toolney.

ELEVENTH COMPANY. — HIGH SCHOOL, BOSTON HIGHLANDS.

Captain. — G. M. Bates.
First-Lieutenant. — G. A. Kohl.
Second-Lieutenant. — C. P. Tower.

TWELFTH COMPANY. — LATIN SCHOOL, BOSTON HIGHLANDS.

Captain. — A. G. Hodges.
First-Lieutenant. — James L. Abbott.
Second-Lieutenant. — A. A. Reed.

The two Roxbury Companies drill as a Battalion, except when they join the Regiment for parade.

ORGANIZATION

OF THE

SCHOOL COMMITTEE

FOR 1870.

HON. NATHANIEL B. SHURTLEFF, *Mayor, ex officio.*
MELVILLE E. INGALLS, *President of the Common Council, ex officio.*

TERM EXPIRES JAN., 1871.	TERM EXPIRES JAN., 1872.	TERM EXPIRES JAN., 1873.
WARD 1.—Henry S. Washburn, Washington B. Trull. 2.—John Ryan, George W. Close. 3.—John F. Jarvis, John A. Stevens. 4.—Loring Lothrop, Orrin S. Sanders. 5.—John P. Ordway, William H. Page. 6.—J. Baxter Upham, William R. Alger. 7.—Christopher A. Connor, Richard Walsh. 8.—Frank E. Bundy, Henry P. Shattuck. 9.—J. Coffin Jones Brown, Charles C. Shackford. 10.—Samuel G. Bowdler, William T. Brigham. 11.—Robert C. Waterston, George H. Nichols. 12.—Francis H. Underwood, Warren P. Adams. 13.—Joseph A. Tucker, George W. Adams. 14.—Moody Merrill, George H. Monroe. 15.—George M. Hobbs, George Morrill. 16.—Wm. Withington, William Sayward.	Albert Huse, Richard M. Ingalls. George F. Haskins, James M. Badger. Lucius Slade, Horatio N. Holbrook. John A. Lamson, S. Arthur Bent. Patrick Riley, John W. Foye. S. K. Lothrop, John Parkman. William A. Blenkinsop, Arthur H. Wilson. Samuel A. Green, William Woods. Francis D. Stedman, Charles J. Prescott. Lyman Mason, Zachariah Jellison. Wm. H. Learnard, jr., Stephen G. Deblois. John S. H. Fogg, J. J. Lewis. James Morse, William S. Pelletier. John O. Means, Joseph H. Streeter. James Waldock, Daniel G. Clark. John H. McKendry, William Pope.	Warren H. Cudworth, John Noble. George D. Ricker, John F. Flynn. William A. Rust, James A. McDonough. Adino B. Hall, John H. Woodbury. John M. Maguire, Joseph D. Fallon. Henry Burroughs, jr., Hall Curtis. James Conboye, Hugh J. Toland. Henry C. Hunt, Eben R. Frost. John P. Reynolds, Charles Hutchins. Charles L. Flint, Wm. H. Baldwin. M. F. Dickinson, jr., William B. Merrill. Saml. F. Batchelder, Liberty D. Packard. P. O'Meara Edson, Horatio G. Morse. Ira Allen, John Kneeland. Treffle Garceau, George F. Emery. William T. Adams, John W. Porter.

JOHN D. PHILBRICK, *Superintendent of Public Schools.*
BARNARD CAPEN, *Secretary of the School Committee.*
GEORGE A. SMITH, *Auditing Clerk.*

Offices at the Rooms of the School Committee, City Hall.

ORGANIZATION

OF THE

BOARD OF SCHOOL COMMITTEE.

STANDING COMMITTEES.

COMMITTEE ON ELECTIONS.

J. Coffin Jones Brown,	Horatio N. Holbrook,
George W. Close,	Henry P. Shattuck,
Richard Walsh,	Hall Curtis.
James Waldock,	

COMMITTEE ON RULES AND REGULATIONS.

Wm. H. Learnard, jr.,	John S. H. Fogg,
George F. Haskins,	John Kneeland,
George H. Nichols,	Adino B. Hall.
George M. Hobbs,	

COMMITTEE ON SALARIES.

Loring Lothrop,	Christopher A. Connor,
J. Coffin Jones Brown,	Francis D. Stedman,
Ira Allen,	Liberty D. Packard.
Henry S. Washburn,	

COMMITTEE ON ACCOUNTS.

William B. Merrill,	George Morrill,
Wm. H. Learnard, jr.,	Lucius Slade,
Patrick Riley,	Henry C. Hunt.
Christopher A. Connor,	

COMMITTEE ON TEXT-BOOKS.

S. K. Lothrop,	Charles Hutchins,
Henry Burroughs, jr.,	Moody Merrill,
John F. Jarvis,	Henry C. Hunt.
John A. Lamson,	

COMMITTEE ON SCHOOL-HOUSES.

Zachariah Jellison,	Orrin S. Sanders,
William H. Page,	William Sayward,
Joseph H. Streeter,	John Noble.
Joseph A. Tucker,	

COMMITTEE ON MUSIC.

J. Baxter Upham,	Warren H. Cudworth,
John P. Ordway,	Charles L. Flint,
Francis H. Underwood,	George Morrill.
Robert C. Waterston,	

COMMITTEE ON PRINTING.

George H. Monroe,	Wm. R. Alger,
John Parkman,	Wm. Pope,
Samuel G. Bowdlear,	Charles L. Flint.
Joseph A. Tucker,	

COMMITTEE ON VOCAL AND PHYSICAL CULTURE, AND MILITARY DRILL

Lucius Slade,	Eben R. Frost,
J. Baxter Upham,	Henry P. Shattuck,
Samuel A. Green,	William R. Alger.
P. O'Meara Edson,	

COMMITTEE ON DRAWING.

William T. Brigham,	S. Arthur Bent,
J. C. J. Brown,	James Morse,
Robert C. Waterston,	William Woods.
Patrick Riley,	

COMMITTEE ON EVENING SCHOOLS.

S. Arthur Bent,	John S. H. Fogg,
Ira Allen,	Hall Curtis,
John Parkman,	Eben R. Frost.
George D. Ricker,	.

COMMITTEE ON SCHOOLS FOR LICENSED MINORS.

Loring Lothrop,	Ira Allen,
George F. Haskins,	Orrin S. Sanders.
J. J. Lewis,	

COMMITTEE ON SCHOOLS FOR DEAF MUTES.

John Parkman,	George F. Haskins,
Henry S. Washburn,	Lucius Slade,
Ira Allen,	William Pope.
Liberty D. Packard,	

LATIN AND HIGH SCHOOLS.

PUBLIC LATIN SCHOOL.

Bedford Street.

COMMITTEE.

Henry S. Washburn, <i>Chairman.</i>	Samuel A. Green,
Wm. T. Brigham, <i>Secretary.</i>	Charles C. Shackford,
George F. Haskins,	George H. Nichols,
Wm. A. Rust,	Francis H. Underwood,
John H. Woodbury,	George W. Adams,
John W. Foye,	Joseph H. Streeter,
Wm. R. Alger,	George M. Hobbs,
Wm. A. Blenkinsop,	William Pope.

TEACHERS.

Francis Gardner, *Head Master.* Moses Merrill, *Master.* Cl. III.,
Augustine M. Gay, *Master.* Cl. IV., V. out of course.
II., Div. A. B.

SUB-MASTERS.

Charles J. Capen. Cl. III, Div. A. B., Cl. VI., Div. B.	Francis A. Harris. Cl. VI., Div. A. C. D.
Joseph W. Chadwick. Cl. IV., Div. A. B., Cl. VI., Div. E.	William C. Simmons. Cl. V., Div. A. B. C.
Mons. P. Morand, <i>Instructor in French.</i>	
Capt. Hobart Moore, <i>Instructor in Military Drill.</i>	

ENGLISH HIGH SCHOOL.

Bedford Street.

COMMITTEE.

S. K. Lothrop, <i>Chairman.</i>	Chas. J. Prescott,
Frank E. Bundy, <i>Secretary.</i>	Lyman Mason,
John Noble,	Robert C. Waterston,
James M. Badger,	John S. H. Fogg,
John A. Stevens,	James Morse,
Orrin S. Sanders,	George H. Monroe,
John M. Maguire,	James Waldock,
Richard Walsh,	William Sayward.

TEACHERS.

Charles M. Cumston, <i>Head Master.</i> Cl. I., Div. 1.	Moses Woolson, <i>Master.</i> Cl. III., Div. 1.
Luther W. Anderson, <i>Master.</i> Cl. I., Div. 2.	Geo. H. Howison, <i>Master.</i> Cl. III., Div. 5.

SUB-MASTERS.

Robert E. Babson, Cl. II., Div. 1.	Geo. W. Pierce, Cl. II., Div. 2.
Albert Hale, Cl. II., Div. 3.	Charles B. Travis, Cl. III., Div. 3.
L. Hall Grandgent, Cl. I., Div. 1.	John P. Brown, Cl. III., Div. 4.
Nathan E. Willis, Cl. III., Div. 2.	
Henry Hitchings, <i>Teacher of Drawing.</i>	
Nicholas F. Dracapoli, <i>Teacher of French.</i>	
Capt. Hobart Moore, <i>Instructor in Military Drill.</i>	

GIRLS' HIGH AND NORMAL SCHOOL.

Mason Street.

COMMITTEE.

Henry Burroughs, jr., <i>Chairman.</i>	Charles Hutchins,
Henry C. Hunt, <i>Secretary.</i>	Charles L. Flint,
Warren H. Cudworth,	Stephen G. Deblois,
George D. Ricker,	Warren P. Adams,
John F. Jarvis,	P. O'Meara Edson,
Loring Lothrop,	John Kneeland,
William H. Page,	George Morrill,
Christopher A. Connor,	William T. Adams.

TEACHERS.

Ephraim Hunt, *Head Master.* Harriet E. Caryl, *Head Assistant.*

ASSISTANTS.

Maria A. Bacon,	Frances A. Poole,
Margaret A. Badger,	Elizabeth C. Light,
Helen W. Avery,	Bessie T. Capen,
Emma A. Temple,	Lucy O. Fessenden,
Catharine Knapp,	Julia A. Jellison,
Mary E. Scates,	Adeline S. Tufts.

Adeline L. Sylvester,
William N. Bartholomew, *Teacher of Drawing.*
Julius Eichberg, *Teacher of Music.*
E. C. F. Krauss, *Teacher of German.*
Prosperé Morand, *Teacher of French.*

TRAINING DEPARTMENT.

Somerset, corner of Allston Street.

Jane H. Stickney, *Superintendent.*
Florence W. Stetson, *Assistant Superintendent.*

PRIMARY TEACHERS.

Clara A. Robbins, Cl. I. and II. Annie K. Adams, Cl. V. and VI.
C. Eliza Wason, Cl. III. and IV.

ROXBURY HIGH SCHOOL.

Kenilworth Street.

COMMITTEE.

Moody Merrill, <i>Chairman.</i>	Christopher A. Connor,
George M. Hobbs, <i>Secretary.</i>	Henry P. Shattuck,
Warren H. Cudworth,	Charles J. Prescott,
John F. Flynn,	Samuel G. Bowdlear,
William A. Rust,	William H. Learnard, jr.,
John A. Lamson,	John S. H. Fogg,
Joseph D. Fallon,	P. O'Meara Edson,
Hall Curtis,	William T. Adams.

TEACHERS.

Samuel M. Weston, <i>Head Master.</i>	Eliza Drew Gardner, <i>Assistant.</i>
Cl. I.	Cl. II., Div. 2, and III., Div. 2.
Sarah A. M. Cushing, <i>Head Assistant.</i>	Mathilde de Maltchycé, <i>Teacher of French.</i>
Cl. III., Div. 1.	
M. Louise Tincker, <i>Assistant.</i>	Benjamin F. Nutting, <i>Teacher of Drawing.</i>
Cl. II., Div. 1.	
Emily Weeks, <i>Assistant.</i>	Ex-Julius Eichberg, <i>Teacher of Music.</i>
Seniors.	
Capt. Hobart Moore, <i>Instructor in Military Drill.</i>	

DORCHESTER HIGH SCHOOL.

Dorchester Avenue.

COMMITTEE.

William T. Adams, *Chairman.* Moody Merrill,
William Pope, *Secretary.* William Sayward.
Adino B. Hall,

TEACHERS.

Elbridge Smith, *Master.* Mary F. Porter, *Assistant.*
Mary W. Hall, *Assistant.* Rebecca V. Humphrey, *Assistant.*
Hiram Wilde, *Teacher of Music.*
Mercy A. Bailey, *Teacher of Drawing.*
Charles De Legarriere, *Teacher of French.*
William G. H. Smart, *Teacher of Writing.*

DEPARTMENT OF VOCAL AND PHYSICAL CULTURE.

Lewis B. Monroe, Director of Vocal and Physical Culture.

A. E. Sloane, Assistant in Vocal and Physical Culture.

Julius Eichberg, Instructor in Vocal Music in the Girls' High
and Normal School and the Roxbury High School.

Joseph B. Sharland, Instructor in Vocal Music in the upper
two classes in the Grammar schools.

H. S. Alexander, Associate Instructor in Vocal Music in the
upper two classes in the Grammar schools.

H. E. Holt, Instructor in Vocal Music in the lower two classes
in the Grammar schools.

Luther W. Mason, Instructor in Vocal Music in the Primary
schools.

William N. Bartholomew, Teacher of Drawing in the High and
Grammar schools.

Mr. H. Hitchings, Assistant Teacher of Drawing.

THE SCHOOL DISTRICTS

ARRANGED IN ALPHABETICAL ORDER.

ADAMS SCHOOL DISTRICT.

COMMITTEE.

Warren H. Cudworth, *Chairman*. John F. Flynn,
Albert Huse, *Secretary*. Richard M. Ingalls,
Henry S. Washburn, John Noble.
Washington B. Trull,

ADAMS SCHOOL.

Belmont Square, East Boston.

Robert C. Metcalf, *Master*, Cl. I., Louisa M. Harris, *Head Assistant*
Div. 1. Martha E. Webb, *Head Assistant*.
Frank F. Preble, *Sub-Master*. Lucy A. Wiggins, *Head Assistant*.
Mary M. Morse, *Master's Head*
Assistant. Cl. I., Div. 1.

ASSISTANTS.

Sarah M. Boyd, L. Frances Gardner,
Clara Robbins, Ellen M. Robbins,
Emily H. Chickering, Clara J. Doane.
Sarah J. D'Arcy, Lucy H. Cobb, *Sewing Teacher*.

PRIMARY SCHOOLS.

Sumner Street.

Emily C. Morse. Rosa L. Morse.
Sub-Committee, Mr. Huse.

Webster Street.

Esther L. Morse. Sarah A. Cook.
Sub-Committee, Mr. Cudworth.

Adams School-house.

Eliza A. Wiggin.

Mary H. Allen.

Susan D. Wilde.

Anna E. Reed.

Sub-Committee, Messrs. Cudworth and Ryan.

BIGELOW SCHOOL DISTRICT.

COMMITTEE.

Liberty D. Packard, *Chairman.* Warren P. Adams,J. J. Lewis, *Secretary.*

John S. H. Fogg,

Christopher A. Connor,

Francis H. Underwood,

William A. Blenkinsop,

Hugh J. Toland.

BIGELOW SCHOOL.

*Fourth Street, Corner of E, South Boston.*Thomas H. Barnes, *Master.*Amelia B. Coe, *Head Assistant.*Fred. O. Ellis, *Sub-Master.* Cl. I.

Cl. IV.

Leander Waterman, *Usher.* Cl. II.Celinda Seaver, *Head Assistant.*Clara E. Farrington, *Head As-*

Cl. VI., Div. 1.

sistant. Cl. III.

ASSISTANTS.

Mary Nichols. Cl. IV.

Mary L. Lufkin. Cl. V., Div. 2.

Eliza B. Haskell. Cl. IV.

Lucy C. Bartlett. Cl. VI., Div. 1.

Ellen Coe. Cl. V., Div. 1.

Margaret E. Sharp. Cl. VI.,

Henrietta L. Dwyer. Cl. V.,

Div. 2.

Div. 1.

Mary C. Babcock. Cl. VI.,

Lucinda P. Bowley. Cl. V.,

Div. 2.

Div. 2.

Mary L. Kinne. Cl. VI.

PRIMARY SCHOOLS.

Hawes Building.

Anna C. Gill. Cl. I.

Lucy E. T. Pinkham. Cl. II.

Abigail B. Kent. Cl. I.

Mary P. Colburn. Cl. III.

Alice Danforth. Cl. II.

Sub-Committee, Messrs. Adams and Underwood.

Ann J Lyon. Cl. III. Mary E. Johnson. Cl. IV.

Sub-Committee, Messrs. Lewis and Fogg.

Harriet A. Clapp, Special Instruction.

Sub-Committee, Messrs. Connor and Packard.

Rear Hawes Building.

Tiley A. Bolkcom. Cl. IV. Mary L. Howard. Cl. VI.

Sarah E. Varney. Cl. V.

Sub-Committee, Messrs. Lewis and Fogg.

Lyceum Hall.

Josephine B. Cherrington. Cl. V. Lillian M. Bicknell. Cl. VI.

Sarah A. Graham. Cl. VI.

Sub-Committee, Messrs. Toland and Lewis.

BOWDITCH SCHOOL DISTRICT.

COMMITTEE.

John P. Ordway, <i>Chairman</i> .	Richard Walsh,
Frank E. Bundy, <i>Secretary</i> .	John W. Foye,
Patrick Riley,	William T. Adams,
William H. Page,	Joseph D. Fallon,
John P. Reynolds,	John M. Maguire.

BOWDITCH SCHOOL.

South Street.

TEACHERS.

Alfred Hewins, <i>Master</i> . Cl. I.,	Caroline L. Badger, <i>Head As-</i>
Div. 1.	<i>stant</i> . Cl. III., Div. 1.
Frances R. Honey, <i>Master's</i>	Sarah E. Daley, <i>Head Assist-</i>
<i>Head Assistant</i> .	<i>ant</i> . Cl. II., Div. 2.
Susan H. Thaxter, <i>Head Assistant</i> .	Cl. III., Div. 2.

ASSISTANTS.

Edith Adams. Cl. II., Div. 1. Carolyn E. Jennison. Cl. V.,
 Ellen McKendry. Cl. IV., Div. 1. Div. 2.
 Mary M. T. Foley. Cl. IV., Annie B. Thompson. Cl. VI.,
 Div. 2. Div. 1.
 Caroline W. Marshall. Cl. V., Margaret E. Sheehan. Cl. VI.
 Div. 1. Div. 1.
 Mary E. Nichols. Cl. V., Div. 1. Eliza M. L. Evert. Cl. VI.,
 Ellen M. S. Treadwell. Cl. V., Div. 3.
 Div. 2.

East-street Branch.

Clarinda R. F. Treadwell, *Head Assistant*. Cl. VI., Div. 2.

ASSISTANTS.

Sarah A. Pope. Cl. VI., Div. 3. Henry Farmer, *Janitor*.
 Eliza A. Baxter, *Sewing Teacher*.

PRIMARY SCHOOLS.

East Street.

Adeline Stockbridge. Cl. I.	<i>Sub-Committee</i> , Mr. Maguire.
Elizabeth S. Parker. Cl. II & III.	“ Mr. Reynolds.
Sophronia N. Herrick. Cl. III.	
and IV.	“ Mr. Walsh.
Marian A. Flynn. Cl. V.	“ Mr. Riley.
Matilda Mitchell. Cl. VI.	“ Mr. Bundy.

High-street Place.

Octavia C. Heard. Cl. I.	<i>Sub-Committee</i> , Mr. Adams.
Ruth H. Clapp. Cl. II.	“ Mr. Page.
Hannah E. G. Gleason. Cl. III.	“ Mr. Fallon.
Maria J. Coburn. Cl. IV.	“ Mr. Bundy.
M. Angelia Newmarch. Cl. V.	“ Mr. Foye.
Julia F. Gould. Cl. VI.	“ Mr. Ordway.

BOWDOIN SCHOOL DISTRICT.

COMMITTEE.

John A. Lamson, <i>Chairman.</i>	S. Arthur Bent,
Hall Curtis, <i>Secretary.</i>	John F. Jarvis,
J. Baxter Upham,	Adino B. Hall,
Orrin S. Sanders,	John H. Woodbury,
S. K. Lothrop,	William R. Alger.
John A. Stevens,	

BOWDOIN SCHOOL.

Myrtle Street.

Daniel C. Brown, <i>Master.</i>	Mary Young, <i>Head Assistant.</i>
Sarah J. Mills, <i>Head Assistant.</i>	Cl. II., Div. 1.
Cl. I., Div. 1.	Sarah O. Brickett, <i>Head Assistant.</i>
	Cl. II., Div. 2.

ASSISTANTS.

Emily G. Wetherbee. Cl. III.,	Martha A. Palmer. Cl. V.,
Div. 1.	Div. 2.
Sophia D. Horr. Cl. III., Div. 2.	Lucy C. Gould. Cl. V., Div. 2.
Eliza A. Fay. Cl. IV., Div. 1.	Mary F. Grant. Cl. VI., Div. 1.
Irene W. Wentworth. Cl. IV.,	S. Frances Perry. Cl. VI., Div. 2.
Div. 2.	

PRIMARY SCHOOLS.

Blossom Street.

Olive Ruggles. Cl. I.	<i>Sub-Committee,</i> Mr. Hall.
Julia T. Jellison. Cl. II. and III.	“ Mr. Sanders.
Anna S. Balcom. Cl. IV. and V.	“ Mr. Woodbury.
Lydia A. Isbell. Cl. VI.	“ Mr. Stevens.

Old Phillips School-House.

Sarah F. Russell. Cl. I. and II.	<i>Sub-Committee,</i> Mr. Curtis.
Eliz'th R. Preston. Cl. III. and IV.	“ Mr. Bent.
Clementine A. Baker. Cl. V. and VI.	“ Mr. Lothrop.

Joy Street.

Mary F. Ames. Special instruction.

*Sub-Committee, Mr. Lamson.**26 Charles Street.*

Annie M. Heustis.

Sub-Committee, Mr. Alger.

BOYLSTON SCHOOL DISTRICT.

COMMITTEE.

Frank F. Bundy, <i>Chairman.</i>	Richard Walsh,
Joseph D. Fallon, <i>Secretary.</i>	John M. Maguire,
John P. Reynolds,	James Conboye,
Patrick Riley,	Hugh J. Toland,
John P. Ordway,	Arthur H. Wilsop.
John W. Foye,	

BOYLSTON SCHOOL.

John Jameson, *Master.**Girls'.**Boys'.*Mary A. Davis, *Head Assistant.*Henry H. Kimball, *Sub-Master.*

Cl. III., Div. 1 and 2.

Cl. III., Div. 1 and 2.

[Vacancy.] Cl. IV., Div. 1 and 2.

ASSISTANTS.

*Boys'.**Girls'.*

Mary L. Holland. Cl. IV., Div. 1 and 2.	Jane M. Bullard. Cl. V., Div. 1 and 2.
Mary H. Cashman. Cl. V., Div. 1 and 2.	Eliza J. Dyar. Cl. VI., Div. 1 and 2.
Emily S. Hutchins. Cl. VI., Div. 1 and 2.	L. Ella Bacon. Cl. VI., Div. 3 and 4.
Bridget A. Foley. Cl. VI., Div. 3 and 4.	

PRIMARY SCHOOLS.

Genesee Street.

Susan H. Chaffee. Cl. I. and II.
Sub-Committee, Messrs. Wilson and Toland.

Harriet M. Bolman. Cl. III. and IV.
Sub-Committee, Messrs. Foye and Bundy.

Anna T. Corliss. Cl. V. and VI.
Sub-Committee, Messrs. Toland and Walsh.

Way Street.

Mary E. Sawyer. Cl. I. and II.
Sub-Committee, Messrs. Bundy and Fallon.

Charlotte L. Young. Cl. III. and IV.
Sub-Committee, Messrs. Reynolds and Conboye.

Adelaide S. Granger. Cl. V. and VI.
Sub-Committee, Messrs. Ordway and Maguire.

BRIMMER SCHOOL DISTRICT.

COMMITTEE.

J. Coffin Jones Brown, <i>Chairman</i> .	Charles C. Shackford,
Charles J. Prescott, <i>Secretary</i> .	William Woods,
Charles Hutchins,	Eben R. Frost,
John Parkman,	James Conboye,
Frank E. Bundy,	Hugh J. Toland.
Henry P. Shattuck,	

BRIMMER SCHOOL.

Common Street.

Joshua Bates, <i>Master</i> .	Cl. I.	Rebecca L. Duncan, <i>Master's</i>
E. Bentley Young, <i>Sub-Master</i> .		<i>Head Assistant</i> .
Cl. II.		

J. O. Norris, *Usher*. Cl. III., Abby D. Hawks, *Head Assistant*. Cl. III., Div. 2.
Div. 1.

ASSISTANTS.

Kate C. Martin. Cl. III., Div. 3. Mercie A. Davie. Cl. V., Div. 3.
Mercie T. Snow. Cl. IV., Div. 1. Sarah J. March. Cl. VI., Div. 1.
Luthera W. Bird. Cl. IV., Div. 2. Helen L. Bodge. Cl. VI., Div. 2.
Amanda Snow. Cl. IV., Div. 3. Ada F. Gifford. Cl. VI., Div. 3.
Annie P. James. Cl. V., Div. 1. Anna M. Chambers. Cl. VI.,
Caroline J. Spalding. Cl. V., Div. 4.
Div. 2. George H. Lee, *Janitor*.

PRIMARY SCHOOLS.

Newbern Place.

Melvina R. Brigham. Cl. I. *Sub-Committee*, Mr. Parkman.
Dorcas B. Baldwin. Cl. II. " Mr. Bundy.
Fanny B. Dewey. Cl. II. " Mr. Woods.

Indiana Place.

Eliza F. Moriarty. Cl. I. *Sub-Committee*, Mr. Hutchins.
Lucy H. Symonds. Cl. II. " Mr. Shackford.

Nassau Hall.

H. Ellen Boothby. *Sub-Committee*, Mr. Prescott.

Warrenton Street.

Sarah R. Bowles. Cl. I. *Sub-Committee*, Mr. Conboye.
Deborah K. Burgess. Cl. II. " Mr. Shackford.
Emma F. Burrill. Cl. III. " Mr. Toland.
Rebecca J. Weston. Cl. IV. " Mr. Parkman.
Annie E. English. Cl. V. " Mr. Hutchins.
Sarah E. Farley. Cl. VI. " Mr. Frost.
Eliza E. Foster. Cl. VII. " Mr. Shattuck.

CHAPMAN SCHOOL DISTRICT.

COMMITTEE.

R. M. Ingalls, <i>Chairman.</i>	Henry S. Washburn,
John Noble, <i>Secretary.</i>	Washington B. Trull,
Albert Huse,	Warren H. Cudworth.
John Ryan,	

CHAPMAN SCHOOL.

Eutaw Street, East Boston.

George R. Marble, <i>Master.</i> Cl. I. and II., Div. 1.	Maria D. Kimball, <i>Head Assistant.</i> Cl. VI., Div. 1 and 2.
Orlando W. Dimick, <i>Sub-Master.</i> Cl. I. and II., Div. 1.	Philura Wright, <i>Head Assistant.</i> Cl. VI., Div. 1 and 2.
Mary E. Allen, <i>Master's Head Assistant.</i> Cl. I. and II., Div. 1.	Sarah F. Tenney, <i>Head Assistant.</i> Cl. III., Div. 1 and 2.

ASSISTANTS.

Sarah T. Synett. Cl. III., Div. 1 and 2.	Adeline A. Spencer. Cl. V., Div. 1 and 2.
Sarah A. Henshaw. Cl. IV., Div. 1 and 2.	Abby A. Cook. Cl. V., Div. 1 and 2.
Jane F. Reid. Cl. IV., Div. 1 and 2.	Frances C. Close, <i>Teacher of Sewing.</i>

PRIMARY SCHOOLS.

Lexington Street.

Harriet C. Bates. Cl. I. and II.	Marietta Duncan. Cl. V. and VI.
Mary C. Hall. Cl. III. and IV.	
<i>Sub-Committee, Mr. R. M. Ingalls.</i>	

Monmouth Street.

Hannah F. Crafts. Special Instruction.	<i>Sub-Committee, Mr. R. M. Ingalls.</i>
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Porter Street.

Abby D. Beal. Cl. I.

Sub-Committee, Mr. Huse.

Sarah A. Pratt. Cl. II. Annie E. Clarke. Cl. V.

Caroline S. Litchfield. Cl. III. L. E. White. Cl. VI.

M. Jane Peaslee. Cl. IV.

Sub-Committee, Mr. Ryan.

COMINS AND FRANCIS STREET SCHOOL DISTRICT.

COMMITTEE.

George M. Hobbs, *Chairman.* Horatio G. Morse,George Morrill, *Secretary.* James Waldock,

John Kneeland, George F. Emery,

Treffle Garceau, Daniel G. Clark.

James Morse,

COMINS SCHOOL.

*Tremont Street, corner Gore Avenue.*Daniel W. Jones, *Master.* Cl. Dora O. Wait, *Master's Head*
I., Div. 1. *Assistant.* Cl. I. to VI.Alfred Bunker, *Sub-Master.* Cl. Elizabeth W. Young, *Head As-*
I. and II., Div. 1. *stant.* Cl. III., Div. 1.Annie H. Shurtleff, *Master's Head* Almira W. Chamberline, *Head-*
Assistant. Cl. II., Div. 1. *Assistant.* Cl. IV., Div. 1.Florence E. Tilton, *Head Assistant.* Cl. III., Div. 1.

ASSISTANTS.

Eliza C. Fisher. Cl. IV., Div. 1. E. Josephine Page. Cl. VI.,
Charlotte P. Williams. Cl. V., Div. 1.

Div. 1.

Julia A. C. Gray. Cl. VI., Div. 2.

Adelina May. Cl. V., Div. 2. Sarah R. Bonney. Cl. VI., Div. 1.

Carrie K. Nickerson. Cl. V., Isadora Bonney. Cl. VI., Div. 2.

Div. 1.

Delia Mansfield, *Sewing Teacher.*Emma E. Towle. Cl. V., Div. 2. George H. Hutchinson, *Janitor*

PRIMARY SCHOOLS:

Heath Street.

Jeannie B. Lawrence. Cl. I., II. Emma S. Marston. Cl. IV., V.
and III. and VI.

Sub-Committee, Mr. Morrill.

Francis Street.

Anna M. Campbell. Cl. I. to VI. *Sub-Committee, Mr. Waldo.*

Phillips Street.

Anna E. Clark. Cl. I. Lillie E. Davis. Cl. II.

Sub-Committee, Mr. Waldo.

Sarah E. Haskin. Cl. III. Carrie L. Bicknell. Cl. III.

Sub-Committee, Mr. Kneeland.

Amelia F. Boston. Cl. IV. Kate M. Murphy. Cl. V.

Sub-Committee, Mr. H. G. Morse.

M. Louisa Cummings. Cl. VI. Sarah B. Bancroft. Cl. VI.

Sub-Committee, Mr. Garceau.

Cottage Place.

Emma L. Colligan, Cl. I. and II. Adaline Beal, Cl. IV. and V.

Josephine Maxfield, Cl. III. and Elizabeth F. Johnson, Cl. VI.

V. *Sub-Committee, Mr. Clark. Sub-Committee, Mr. J. Morse.*

Avon Place.

Adeline L. Reed, Cl. I. and II. Emily S. Lydston, Cl. V. and VI.

Abby E. F. Ford, Cl. III. and IV. *Sub-Committee, Mr. Emery.*

Mill-dam.

Nellie Maria Calkins, Cl. I. to VI. *Sub-Committee, Mr. Clark.*

VI.

Putnam Street.

Henrietta M. Wood, Cl. I., II. Mary A. Morse, Cl. IV., V. and
and III. VI.

Sub Committee, Mr. Morrill.

DEARBORN SCHOOL DISTRICT.

COMMITTEE.

James Morse, <i>Chairman.</i>	Horatio G. Morse,
William S. Pelletier, <i>Secretary.</i>	Joseph A. Tucker,
Moody Merrill,	George W. Adams,
John O. Means,	Treffe Garceau.
Ira Allen,	

DEARBORN SCHOOL.

Dearborn Place.

William H. Long, <i>Master</i> , Cl. I.	Harriet E. Burrill, <i>Head Assistant</i> , Cl. II.
Harlan P. Gage, <i>Sub-master</i> , Cl. I.	Philena W. Rounseville, <i>Head Assistant</i> , Cl. II.
L. Anna Dudley, <i>Master's Assistant</i> , Cl. I.	

Assistants.

Sarah S. Adams. Cl. III.	Elizabeth M. Wood. Cl. VI.
M. Adelaide Spinney. Cl. III.	Mary C. Bartlett. Cl. VI.
Frances L. Bredeen. Cl. IV.	Louise D. Gage. Cl. VI.
Sarah H. Hosmer. Cl. IV.	Phebe H. Simpson. Cl. VI.
Helen F. Crawford. Cl. V.	Catharine G. Hosmer, <i>Sewing Teacher.</i>
Anne M. Backup. Cl. V.	

PRIMARY SCHOOLS.

George Street.

Mary M. Sherwin, Cl. I.	Mary C. Smith, Cl. II.
<i>Sub-Committee, Mr. H. G. Morse.</i>	
Clara L. Hewes, Cl. III.	Emily M. Pevear, Cl. IV.
<i>Sub-Committee, Mr. Means.</i>	
Flora J. Cutter, Cl. V.	Clara F. Conant, Cl. VI.
<i>Sub-Committee, Mr. Garceau.</i>	

Yeoman Street.

Anna M. Balch, Cl. I.	Ellen M. Oliver, Cl. III. and IV.
Susan F. Rowe, Cl. II. Sub-Committee, Mr. Allen.	Mary E. Nason, Cl. V. and VI. Sub-Committee, Mr. Adams.

Eustis Street.

Mary F. Neale, Cl. I.	Clara H. Balch, Cl. III. and IV.
Emma C. Wales, Cl. II. Sub-Committee, Mr. James Morse.	Kate M. Wallace, Cl. V. and VI. Sub-Committee, Mr. Pelletier.

Hampden Street.

Ada L. McKean, Cl. IV. and V.	Mary Lincoln, Cl. VI.
Sub-Committee, Mr. Merrill.	

DWIGHT SCHOOL DISTRICT.

COMMITTEE.

Wm H. Learnard, jr. <i>Chairman.</i>	Lyman Mason,
Stephen G. Deblois, <i>Secretary.</i>	Zachariah Jellison,
Robert C. Waterston,	William H. Baldwin,
M. F. Dickinson, jr.,	John W. Porter,
William B. Merrill,	George H. Nichols.
Charles C. Shackford,	

DWIGHT SCHOOL.

West Springfield Street.

James A. Page, <i>Master.</i> Cl. I., Div. 1.	Silas H. Haskell, <i>Usher.</i> Cl. II., Div. 2.
Rodney G. Chase, <i>Sub-Master.</i> Cl. II., Div. 1.	Anna B. Thompson, <i>Master's Head-Assistant.</i> Cl. I., Div. 1.
Martha E. Pritchard, <i>Head Assistant.</i> Cl. III., Div. 1.	

ASSISTANTS.

Mary C. R. Towle. Cl. III.,	Caroline E. Jones. Cl. V., Div. 3.
Div. 2.	Amelia M. Hinckley. Cl. VI.,
Laura A. Pendleton. Cl. IV.,	Div. 1.
Div. 1.	Margaret P. Kelly. Cl. VI.,
Mary E. Trow. Cl. IV., Div. 2.	Div. 2.
Elizabeth J. Kelley. Cl. V.	Lucretia E. Porter. Cl. VI.,
Div. 1.	Div. 3.
Flora S. Chandler. Cl. V., Div. 2.	Edward Bannon, <i>Janitor</i> .

PRIMARY SCHOOLS.

Rutland Street.

Augusta A. Davis. Cl. I.	<i>Sub-Committee</i> , Mr. Waterston.
Martha B. Lucas. Cl. II.	" Mr. Stearns.
Sarah E. Crocker. Cl. III.	" Mr. Deblois.
Henrietta Draper. Cl. IV.	" Mr. Nichols.
Clara B. Gould. Cl. V.	" Mr. Baldwin.
Jane P. Titcomb. Cl. VI.	" Mr. Merrill.

ELIOT SCHOOL DISTRICT.

COMMITTEE.

George D. Ricker, <i>Chairman</i> .	James M. Badger,
John Ryan, <i>Secretary</i> .	Wm. A. Rust,
George F. Haskins,	John A. Stevens,
John F. Flynn,	Lucius Slade,
George W. Close,	Jas. A. McDonough.

ELIOT SCHOOL.

North Bennet Street.

Samuel W. Mason, <i>Master</i> . Cl.	George K. Daniell, jr., <i>Usher</i> .
I., Div. 1.	Cl. II., Div. 2.
Walter H. Newell, <i>Sub-Master</i> .	Frances M. Bodge, <i>Master's</i>
Cl. II., Div. 1.	<i>Head Assistant</i> . Cl. I., Div. 1.
Adolin M. Steele, <i>Head Assistant</i> .	Cl. III., Div. 1.

ASSISTANTS.

Elizabeth M. Turner. Cl. III., Div. 2.	Hannah M. Pembroke. Cl. V., Div. 2.
O. Augusta Welch. Cl. IV., Div. 1.	Emily F. Marshall. Cl. VI., Div. 1.
Kate L. Dodge. Cl. IV., Div. 2.	Lydia K. Potter. Cl. VI., Div. 1.
Mary Heaton. Cl. V., Div. I.	Mary A. E. Sargent. Cl. VI., Div. 2.
Georgianna D. Russell. Cl. V., Div. 1.	Adelaide E. Badger. Cl. VI., Div. 2.
Clara Winning. Cl. V., Div. 2.	

PRIMARY SCHOOLS.

Snelling Place.

Harriet S. Boody. Cl. I.	<i>Sub-Committee</i> , Mr. Ricker.
Mary A. J. Robinson. Cl. II.	" Mr. Close.
Cleone G. Tewksbury. Cl. III.	" Mr. Badger.
Eliza J. Cosgrave. Cl. IV.	" Mr. McDonough.
Sophia Shepard. Cl. V.	" Mr. Flynn.
Sarah A. Winsor. Cl. VI.	" "

Charter Street.

Josephine O. Paine. Cl. I.	<i>Sub-Committee</i> , Mr. Rust.
J. Ida Munroe. Cl. II.	" Mr. Ryan.
Juliette Davis. Cl. III.	" "
Sarah Ripley. Cl. IV.	" Mr. Slade.
Julia A. Cutts. Cl. V.	" Mr. Ricker.
Eliza Brintnall. Cl. VI.	" Mr. Close.

Vestry of Salem Street Church.

Ann A. Coleman. Cl. VI.	<i>Sub-Committee</i> , Mr. Ricker.
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SCHOOLS FOR SPECIAL INSTRUCTION.

North Bennet Street.

Mary E. Barrett. Cl. I. to VI., inclusive. <i>Sub-Committee</i> , Mr. Haskins.	Kate S. Sawyer. Cl. I. to III., inclusive. <i>Sub-Committee</i> , Mr. Stevens.
Frances E. Harrod. Cl. IV. to VI., inclusive.	<i>Sub-Committee</i> , Mr. Badger.

EVERETT SCHOOL DISTRICT.

COMMITTEE.

Robert C. Waterston, <i>Chairman.</i>	George H. Nichols,
Stephen G. Deblois, <i>Secretary.</i>	Lyman Mason,
Wm. H. Learnard, jr.,	Samuel G. Bowdlear,
M. F. Dickinson, jr.,	William T. Brigham,
William B. Merrill,	William H. Baldwin.

EVERETT SCHOOL.

West Northampton Street.

George B. Hyde, <i>Master.</i>	Cl. Mary F. Thompson, <i>Head As-</i>
I., Div. 1.	<i>stant.</i> Cl. II. Div. 1.
Margaret E. Johnson, <i>Master's</i>	Janet M. Bullard, <i>Head Assis-</i>
<i>Head Assistant.</i> Cl. I., Div. 1.	<i>tant.</i> Cl. II., Div. 2.
Anna C. Ellis, <i>Head Assistant.</i>	Cl. III., Div. 1.

Assistants.

Maria S. Whitney. Cl. III.,	Louise M. Alline. Cl. V., Div. 3.
Div. 2.	Clara Nelson. Cl. VI., Div. 1.
Susan S. Foster. Cl. IV., Div. 1.	Mary T. Bunton. Cl. VI.,
Emily L. Tolman. Cl. IV.,	Div. 2.
Div. 2.	Sarah W. Pollard, Cl. VI.,
Abby C. Haslet. Cl. IV., Div. 3.	Div. 3.
Mary A. Gavett. Cl. V., Div. 1.	Martha A. Sargent, <i>Sewing</i>
Eva M. Keller. Cl. V., Div. 2.	<i>Teacher.</i>
Edward Bannon, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Concord Street.

Eliza C. Gould. Cl. I.	<i>Sub-Committee,</i> Mr. Nichols.
Mary H. Downe. Cl. II.	" Mr. Mason.
Mary A. Crocker. Cl. III.	" Mr. Merrill.
Anna R. Frost. Cl. IV.	" Mr. Baldwin.
Caroline S. Lamb. Cl. V.	" Mr. Learnard.
Lydia A. Sawyer. Cl. VI.	" Mr. Bowdlear.

Mary J. O'Connor.	Cl. VII.	<i>Sub-Committee</i> , Mr. Waterston.
Hannah M. Coolidge.	Cl. VIII.	" Mr. Stearns.
Emma Halstrick.	Cl. IX.	" Mr. Deblois.
Lydia F. Blanchard.	Cl. X.	" Mr. Bowdlear.

FRANKLIN SCHOOL DISTRICT.

COMMITTEE.

Samuel G. Bowdlear, <i>Chairman</i> .	Francis D. Stedman,
William T. Brigham, <i>Secretary</i> .	Zachariah Jellison,
M. F. Dickinson, jr.,	George H. Nichols,
William H. Learnard, jr.,	Stephen G. Deblois,
Charles Hutchins,	William H. Baldwin,
Charles L. Flint,	John H. McKendry.

FRANKLIN SCHOOL.

Ringgold Street.

Granville B. Putnam, <i>Master</i> .	Cl. Sarah P. Mitchell, <i>Head Assistant</i> ,
I., Div. 1.	Cl. II., Div. 1.
Amelia B. Hopkins, <i>Master's</i>	Sarah A. Gale, <i>Head Assistant</i> ,
<i>Head Assistant</i> , Cl. I., Div. 1.	Cl. V., Div. 3.
Catharine T. Simonds, <i>Head Assistant</i> ,	Cl. VI., Div. 1.

ASSISTANTS.

Mary L. Masters, Cl. II., Div.	Sarah D. Hamblin, Cl. V., Div. 1.
2.	P. Catharine Bradford, Cl. V.,
Elizabeth J. Brown, III.,	Div. 2.
Div. 1.	Caroline A. Mason, Cl. VI., Div.
Martha J. Burge, Cl. III., Div. 2.	2.
Isabella M. Harmon, Cl. IV.,	Mary A. Mitchell, Cl. VI., Div. 3.
Div. 1.	Annie E. Parker, Cl. VI., Div. 4.
Elizabeth S. Maynard, Cl. IV.,	Elizabeth D. Cutter, <i>Sewing</i>
Div. 2.	<i>Teacher</i> .

PRIMARY SCHOOLS.

Groton Street.

Helen M. Faxon. Cl. I.	<i>Sub-Committee, Mr. Hutchins.</i>
Georgianna E. Abbott. Cl. II.	“ Mr. Flint.
Frances J. Crocker. Cl. III.	“ Mr. Deblois.
Eliza F. Blair. Cl. IV.	“ Mr. Jellison.
Lucy A. Cate. Cl. V.	“ Mr. Baldwin.
Caroline A. Miller. Cl. VI.	“ Mr. Learnard.

HANCOCK SCHOOL DISTRICT.

COMMITTEE.

Lucius Slade, <i>Chairman.</i>	John A. Stevens,
John F. Flynn, <i>Secretary.</i>	James A. McDonough,
George D. Ricker,	John H. Woodbury,
George F. Haskins,	George W. Close,
John Ryan,	Henry Burroughs, jr.
James Badger,	

HANCOCK SCHOOL.

Richmond Street.

McLaurin F. Cooke, <i>Master.</i>	Emily F. Fessenden, <i>Head As-</i>
Cl. I., Div. 1.	<i>stant.</i> Cl. IV., Div. 1.
Mary C. Nichols, <i>Master's Head</i>	Martha F. Winning, <i>Head As-</i>
<i>Assistant.</i> Cl. I., Div. 1.	<i>stant.</i> Cl. V., Div. 1.
Alicia H. Gilley, <i>Head Assistant.</i>	Marie L. Macomber, <i>Head As-</i>
Cl. III., Div. 1.	<i>stant.</i> Cl. VI., Div. 1.

ASSISTANTS.

Ellen C. Sawtelle. Cl. II.,	Helen H. Cheney. Cl. V.,
Div. 1.	Div. 2.
Amy E. Bradford. Cl. III.,	Sophia L. Sherman. Cl. V.,
Div. 2.	Div. 3.

Helen M. Hitchings. Cl. III., Div. 3.	Henrietta L. Pierce. Cl. V., Div. 4.
Josephine M. Robertson. Cl. III., Div. 4.	Achsah Barnes. Cl. VI., Div. 2. O. M. Elizabeth Rowe. Cl. VI., Div. 3.
Ellen A. Hunt. Cl. IV., Div. 2.	Annie E. Caldwell. Cl. VI., Div. 4.
Emilie A. Siesbüttel. Cl. IV., Div. 3.	Mary H. Cheney, <i>Sewing Teacher.</i>
Mary F. Skinner. Cl. IV., Div. 4.	

PRIMARY SCHOOLS.

Richmond Street.

Marcella C. Halliday. Cl. VI.	<i>Sub-Committee,</i> Mr. Haskins.
Rosanna B. Raycroft. Cl. V.	" Mr. Ryan.
Augusta H. Barrett. Cl. IV.	" Mr. Badger.
Mary J. Clark. Cl. V. and VI.	" Mr. Woodbury.
Adeline S. Bodge. Cl. I., II., III.	" Mr. McDonough.
Maria A. Gibbs. Cl. I., II., III., IV., V. and VI.	" Mr. Haskins.
Harriet B. Vose. Cl. IV., V., VI.	" Mr. Stevens.
Sarah F. Ellis. Cl. I., II., III.	" Mr. Slade.

Cooper Street.

Mary S. Gale. Cl. III. and IV.	<i>Sub-Committee,</i> Mr. McDonough.
Lucy A. Pike. Cl. I. and II.	" Mr. Flynn.

Thacher Street.

Lucy C. Flynn. Cl. V. and VI.	<i>Sub-Committee,</i> Mr. Ricker.
Sarah J. Copp. Cl. III. and IV.	" Mr. Flynn.
Sarah L. Shepherd. Cl. I. and II.	" Mr. Badger.

Sheafe Street.

Esther W. Mansfield. Cl. V. and VI.	<i>Sub-Committee,</i> Mr. Ricker.
Eunice F. Linsley. Cl. III. and IV	" Mr. Close.
Martha F. Boody. Cl. I. and II.	" Mr. Stevens.

Hanover Street.

Grace M. Harkins. Cl. V. and VI.	<i>Sub-Committee,</i>	Mr. Ryan.
Emily A. Tewksbury. Cl. III.	"	Mr. Close.
and IV.		
Sarah E. Ward. Cl. I. and III.	"	Mr. Burroughs.

LAWRENCE SCHOOL DISTRICT.

COMMITTEE.

Christopher A. Connor, <i>Chairm'n.</i>	John S. H. Fogg,
Arthur H. Wilson, <i>Secretary.</i>	J. J. Lewis,
Wm. A. Blenkinsop,	James Conboye,
Liberty D. Packard,	Hugh J. Toland,
Warren P. Adams,	Samuel F. Bachelder.

LAWRENCE SCHOOL.

B Street.

Larkin Dunton, <i>Master.</i>	Alice Cooper, <i>Master's Head As-</i>
Amos M. Leonard, <i>Sub-Master.</i>	<i>sistant.</i> Cl. III.
Cl. I.	Mary J. Fennelly, <i>Head Assist-</i>
Clarence C. Buck, <i>Usher.</i> Cl.	<i>ant.</i> Cl. III.
II.	

ASSISTANTS.

Ellen A. Bragdon. Cl. IV.,	Ada L. Cushman. Cl. V., Div. 2.
Div. 1.	Catharine M. Lynch. Cl. V.,
Martha S. Damon. Cl. IV.,	Div. 2.
Div. 1.	Emma P. Hall. Cl. VI., Div. 1.
Rosalia Merrill. Cl. IV., Div. 2,	Mary E. Stubbs. Cl. VI., Div.
Margaret Holmes. Cl. IV., Div.	1.
2.	Filena Hurlbutt. Cl. VI., Div.
Margaret A. Gleason. Cl. V.,	2.
Div. 1.	M. Louise Gillette. Cl. VI.,
Margaret A. Moody. Cl. V.,	Div. 2.
Div. 1.	

PRIMARY SCHOOLS.

Broadway.

Mary A. Montague. Cl. I. Lucy M. Cragin. Cl. II.
 Anna M. Elwell. Cl. III. Sarah M. Brown. Special In-
 struction.

Sub-Committee, Messrs. Blenkinsop, Connor, Fogg and Packard.
 Ophelia S. Newell. Special In- Mary H. Palmer, Cl. IV.
 struction.

Eliza R. Davis. Cl. V. Alice W. Baker. Cl. VI.
Sub-Committee, Messrs. Adams, Lewis, Bachelder, and Toland.
 Ann E. Newell. Special In- Catherine A. Dwyer. Cl. VI.
 struction.

Sub-Committee, Messrs. Wilson and Conboye.

LEWIS SCHOOL DISTRICT.

COMMITTEE.

Geo. H. Monroe, *Chairman*. George M. Hobbs,
 John Kneeland, *Secretary*. George F. Emory,
 P. O'Meara Edison, Joseph A. Tucker,
 Moody Merrill, Joseph H. Streeter,
 George Morrill, William Withington.

LEWIS SCHOOL, CORNER OF DALE AND SHERMAN STREETS.

William L. P. Boardman, *Master*. Sarah E. Fisher, *Master's Head*
Assistant. Cl. I.
 Silas C. Stone, *Sub-Master*. Eunice C. Atwood, *Head Assist-*
 Cl. I. *ant*. Cl. II. and III.
 Elizabeth S. Morse, *Head Assistant*. Cl. II. and III.

ASSISTANTS.

Emily B. Eliot. Cl. IV. Louisa J. Hovey. Cl. IV.
 Henrietta M. Young. Cl. V. Maria B. Clapp. Cl. V.
 Maria L. Miller. Cl. VI. Martha C. Gerry. Cl. VI.

PRIMARY SCHOOLS.

Thornton Street.

Emma A. Bell. Cl. I., II. and Alice C. Pierce. Cl. IV., V.
 III. *Sub-Committee*, Mr. and VI. *Sub-Committee*, Mr.
 Hobbs. Hobbs.

Winthrop Street.

Frances N. Brooks. Cl. I. and Helen Crombie. Cl. V. and VI.
 II. *Sub-Committee*, Messrs. Merrill
 Eliza J. Goss. Cl. III. and IV. and Edson.

Mount Pleasant Avenue.

Annie E. Boynton. Cl. I., II., Fanny H. C. Bradley. Cl. IV.,
 and III. V., and VI.
Sub-Committee, Mr. Tucker.

Monroe Street.

A. B. Russell. Cl. I., II. and Maria L. Burrell. Cl. IV., V.
 III. and VI.
Sub-Committee, Mr. Monroe.

LINCOLN SCHOOL DISTRICT.

COMMITTEE.

Francis H. Underwood, *Chairman*. Liberty D. Packard,
 Samuel F. Bachelder,
 J. J. Lewis, *Secretary*. Arthur H. Wilson,
 John S. H. Fogg, S. Arthur Bent.
 Warren P. Adams,

LINCOLN SCHOOL.

Broadway, near K Street.

C. Goodwin Clark, *Master*. Ellen L. Pendleton, *Head Assis-*
 Alonzo G. Ham, *Sub-Master*. *tant*. Cl. II., Div. 1.
 Cl. I., Div. 1. Mary E. Balch, *Head Assistant*.
 Emma K. Adams, *Master's Head* Cl. II, Div. 1.
Assistant. Cl. II., Div. 1. Margaret J. Stewart, *Head As-*
sistant. Cl. III., Div. 1.

ASSISTANTS.

Clara S. Nye. Cl. III., Div. 1. Harriet E. Marcy. Cl. V., Div. 1.
 Myra S. Butterfield. Cl. IV., Susan Carty. Cl. V., Div. 1.
 Div. 1. Ellen R. Wyman. Cl. VI., Div. 1.
 Vodisa J. Comey. Cl. IV., Div. 1. Melvena A. Patterson. Cl. V.,
 Abby M. Holder. Cl. V., Div. 4. Div. 1.
 Emogene F. Willett. Cl. V., Margaret Reid, *Teacher of Sew-*
 Div. 1. *ing.*

PRIMARY SCHOOLS.

City Point.

Laura J. Gerry. Cl. I. Bertha W. Hintz. Cl. V.
 Elizabeth M. Easton. Cl. II. S. Isabella Stevens. Cl. VI.
 Mary A. Crosby. Cl. III. *Sub-Committee, Messrs. Under-*
 Catharine Burnham. Cl. IV. *wood and Wilson.*

Hawes Church.

Elizabeth Pope. Cl. V. and VI. *Sub-Committee, Mr. Adams.*

Baptist Church, cor. Fourth and L Streets.

Mary H. Faxon. Special. *Sub-Committee, Mr. Lewis.*

LYMAN SCHOOL DISTRICT.

COMMITTEE.

Henry S. Washburn, *Chairman.* Warren H. Cudworth,
 Washington B. Trull, *Secretary.* John Noble,
 Richard M. Ingalls, George D. Ricker.
 Albert Huse,

LYMAN SCHOOL.

Meridian Street.

Hosea H. Lincoln, *Master.* Eliza F. Russell, *Head Assist-*
 Josiah G. Dearborn, *Sub-Mas-* *ant.*
ter. Mary A. Turner, *Head Assist-*
 Cordelia Lothrop, *Master's ant.*
Head Assistant.

ASSISTANTS.

Lucy J. Lothrop.	Susan J. Adams.
Amelia H. Pittman.	Emma P. Morey.
Mary P. E. Tewksbury.	Frances C. Close, <i>Sewing</i>
Harriet N. Webster.	<i>Teacher.</i>

PRIMARY SCHOOLS.

Paris Street.

Susan H. M. Swan. Cl. I.	Anna I. Duncan. Cl. V.
Harriet N. Tyler. Cl. II.	Elizabeth A. Turner. Cl. VI.
Angeline M. Cudworth. Cl. III.	<i>Sub-Committee, Messrs. Trull</i>
Abby M. Allen. Cl. IV.	<i>and Ricker.</i>

Webster Street.

Mary E. Morse, Special In-	<i>Sub-Committee, Mr. Washburn.</i>
struction.	

MAYHEW SCHOOL DISTRICT.

COMMITTEE.

John A. Stevens, <i>Chairman.</i>	Lucius Slade,
Horatio N. Holbrook, <i>Secretary.</i>	John F. Flynn,
Orrin S. Sanders,	William R. Alger,
John A. Lamson,	Adino B. Hall.
William A. Rust,	

MAYHEW SCHOOL.

Hawkins Street.

Samuel Swan, <i>Master.</i> Cl. I.,	Geo. W. M. Hall. <i>Usher,</i> Cl.
Div. 1.	II.
Quincy E. Dickerman, <i>Sub-Mas-</i>	Emily A. Moulton, <i>Master's</i>
<i>ter.</i> Cl. I., Div. 2.	<i>Head Assistant.</i> Cl. I., Div. 1.

ASSISTANTS.

Elizabeth P. Hopkins. Cl. III. Alice A. Tufts. Cl. VI., Div. 1.
 Adeline E. Cutter. Cl. IV. Helen M. Coolidge. Cl. VI.,
 Sarah W. I. Copeland. Cl. V., Div. 2.
 Div. 1. Lucette A. Wentworth. Cl. VI.,
 Alice O. Quimby. Cl. V., Div. 2. Div. 3.
 Elizabeth L. West. Cl. V., Div. 3. Clara J. Simonds. Cl. VI., Div. 4.

PRIMARY SCHOOLS.

Chardon Street.

Adelaide C. Williams. Cl. V.
 and VI. Sub-Committee, Mr. Sanders.
 Ann M. Sprague. Cl. III. and IV. " Mr. Slade.
 Emeline C. Farley. Cl. I. and II. " Mr. Lamson.
 Abbey W. Spiller. Special In-
 struction. " Mr. Stevens.
 Affie T. Wier. Special Instruc-
 tion. " Mr. Stevens.

67 Merrimac Street.

Ruth E. Rowe. Cl. I., II. and III. Sub-Committee, Mr.
 Holbrook.

South Margin Street.

Lois M. Rea. Cl. IV., V. and VI. Sub-Committee, Mr. Alger.

Old Hancock School-House, Hanover Street.

Harriet B. Monroe. Cl. V. and
 VI. Sub-Committee, Mr. Hall.
 Harriet S. Lothrop. Cl. III. and
 IV. " Mr. Rust.
 Harriet A. Farlow. Cl. I. and II. " Mr. Hall.

NORCROSS SCHOOL DISTRICT.

COMMITTEE.

Arthur H. Wilson, <i>Chairman</i>	J. J. Lewis,
Warren P. Adams, <i>Secretary</i> .	Samuel F. Bachelder,
Christopher A. Connor,	William T. Brigham,
William A. Blenkinsop,	Francis H. Underwood.
John S. H. Fogg,	

NORCROSS SCHOOL.

[*Corner of D and Fifth Streets.*]

Josiah A. Stearns, <i>Master</i> . All the classes.	Jane P. Thompson, <i>Head Assistant</i> . Cl. II., Div. 1 and 2.
Martha A. Thompson, <i>Master's Assistant</i> . Cl. I., Div. 1 and 2.	Mehitable M. Nelson, <i>Head Assistant</i> . Cl. III., Div. 1 and 2.

ASSISTANTS.

Mary N. Moses. Cl. III., Div. 1 and 2.	Miranda A. Bolkcom. Cl. V., Div. 1 and 2.
Sarah A. Gallagher. Cl. IV., Div. 1 and 2.	Juliette Wyman. Cl. VI., Div. 1 and 2.
Amanda Marble. Cl. IV., Div. 1 and 2.	Juliette Smith. Cl. VI., Div. 1 and 2.
Mary Kyle. Cl. V., Div. 1 and 2.	Harriet E. Johnston. Cl. VI., Div. 1 and 2.
Sarah B. Abbott. Cl. V., Div. 1 and 2.	

PRIMARY SCHOOLS. — DRAKE SCHOOL.

Corner of C and Third streets.

Laura A. Read. Cl. I.	<i>Sub-Committee</i> , Mr. Adams.
Sarah V. Cunningham. Special Instruction.	“ Mr. Underwood.
Mary K. Davis. Cl. II. and III.	“ Mr. Connor.
Garafelia M. Morse. Cl. III. and IV.	“ Mr. Wilson.
Abby C. Nickerson. Cl. V.	“ Mr. Bachelder.
Lucinda Smith. Cl. VI.	“ Mr. Lewis.

PARKMAN SCHOOL.

Silver Street, near Federal.

Amelia McKenzie.	Cl. I.	<i>Sub-Committee,</i>	Mr. Blenkinsop.
Mary A. Mills.	Cl. II., IV. and V.		
	V.	"	Mr. Fogg.
Harriet L. Rayne.	Cl. II. and III.		
	III.	"	Mr. Brigham.
Sarah S. Blake.	Cl. IV. and V.	"	Mr. Adams.
Mary F. Peeler.	Cl. V.	"	Mr. Lewis.
Charlotte L. Jeffers.	Cl. VI.	"	Mr. Bachelder.

PHILLIPS SCHOOL DISTRICT.

COMMITTEE.

Loring Lothrop, <i>Chairman.</i>	Orrin S. Sanders,
S. Arthur Bent, <i>Secretary.</i>	Horatio N. Holbrook,
William A. Rust,	Hall Curtis,
J. Baxter Upham,	John H. Woodbury,
S. K. Lothrop,	Adino B. Hall,
John F. Jarvis,	William R. Alger.

PHILLIPS SCHOOL.

Phillips Street.

James Hovey, <i>Master.</i>	Cl. I.	W. Waldemar Spaulding, <i>Usher.</i>
Elias H. Marston, <i>Sub-Master.</i>	Cl. III., Div. 1.	
	Cl. II.	Annie E. Friend, <i>Master's Assistant.</i>
		Cl. I.

ASSISTANTS.

Laura M. Porter.	Cl. III., Div. 2.	Esther E. Ball.	Cl. V., Div. 1.
		Victoria M. Goss.	Cl. V., Div. 2.
Elvira M. Harrington.	Cl. III., Div. 3.	2.	
		Anna E. Davis.	Cl. VI., Div. 1.
Georgiana A. Munroe.	Cl. IV., Div. 1.	Georgiana H. Moore.	Cl. VI., Div. 2.
Hannah M. Sutton.	Cl. IV., Div. 2.	Adeliza M. Wight.	Cl. VI., Div. 3.

PRIMARY SCHOOLS.

Phillips School-House.

Ella F. Wright. Special Instruction.

Old Phillips School-House.

Eliza A. Corthell. Cl. I. and II. Emeline D. Fish. Cl. V. and
 Sarah Ingalls. Cl. III. and IV. VI

Phillips Street.

Carrie A. Morrill. Cl. I. and Sarah A. M. Turner. Cl. III.
 II. and IV.

Elizabeth W. Nickerson. Cl. V. and VI.

Joy Street.

Elizabeth N. Smith. Special instruction.

PRESCOTT SCHOOL DISTRICT.

COMMITTEE.

John Noble, <i>Chairman.</i>	Albert Huse,
Richard M. Ingalls, <i>Secretary.</i>	Washington B. Trull,
Warren H. Cudworth,	John H. Woodbury.
Henry S. Washburn,	

PRESCOTT SCHOOL.

Prescott Street, East Boston.

James F. Blackinton, <i>Master.</i>	Julia A. Sears, <i>Head Assistant.</i>
Cl. I.	Cl. III.
James W. Webster, <i>Sub-Master.</i>	Louise S. Hotchkiss, <i>Head Assistant.</i>
Cl. I and II.	Cl. III.
Elizabeth R. Drowne, <i>Master's Assistant.</i>	Frances H. Turner, <i>Head Assistant.</i>
Cl. II.	Cl. IV.

ASSISTANTS.

Bernice A. DeMerritt. Cl. IV.	Annie G. DeSilva. Cl. VI., Div. 2.
Harriet N. Weed. Cl. V.	Lucy E. David. Cl. VI., Div. 2.
Ellenette Pillsbury. Cl. V.	Caroline B. Bigelow. Cl. VI.,
Mary D. Day. Cl. VI., Div. 1.	Div. 1.

PRIMARY SCHOOLS.

Prescott School-House.

Hannah L. Manson. Cl. I. and Emma C. Reed. Cl. II.
 II. Margaret A. Bartlett. Cl. III
 Mary A. Ford. Cl. I. and II.

Sub-Committee, Messrs. Noble and Woodbury.

Rice Building.

Caroline Ditson. Cl. IV. Almaretta J. Critchett. Cl. VI.
 Mary E. Gray. Cl. V. *Sub-Committee, Mr. Noble.*

Bennington-street Chapel.

Lucy E. Ring. Cl. IV., V. and Mary E. Plummer. Cl. I., II.
 VI. and III.

Sub-Committee, Mr. Ingalls.

QUINCY SCHOOL DISTRICT.

COMMITTEE.

William H. Page, <i>Chairman.</i>	John W. Foye,
Joseph D Fallon, <i>Secretary.</i>	William Woods,
Henry P. Shattuck,	Francis D. Stedman,
Henry C. Hunt,	John M. Maguire,
Samuel A. Green,	James Conboye,
Patrick Riley,	John P. Ordway.
John P. Reynolds,	

QUINCY SCHOOL.

Tyler Street.

E. Frank Wood, <i>Sub-Master.</i>	Annie M. Lund, <i>Master's Assist-</i>
Cl. II., Div. 1.	ant, Cl. I., Div. 1.
Henry C. Bullard, <i>Usher,</i> Cl.	Olive M. Page, <i>Head Assistant,</i>
III., Div. 1.	Cl. III., Div. 2.

ASSISTANTS.

Emily J. Tucker. Cl. I., Div. 1.	Carrie F. Welch. Cl. V., Div. 3.
Jane B. Furber. Cl. IV., Div. 1.	Nellie J. Frost. Cl. VI., Div. 1.

Louisa F. Monroe. Cl. IV., Charlotte L. Wheelwright. Cl. VI., Div. 2.
 Josephine M. Hanna. Cl. IV., Emily B. Peck. Cl. VI., Div. 3.
 Div. 3. Ellen G. O'Leary. Cl. VI.,
 Mary E. Fogarty. Cl. V., Div. 1. Div. 4.
 Delia A. Varney. Cl. V., Div. 2.

PRIMARY SCHOOLS.

East Street.

Susan Frizzell. Cl. V.	<i>Sub-Committee,</i>	Mr. Riley.
Louisa Bowker. Cl. V.	"	Mr. Foye.
Mary L. Richards. Cl. VI.	"	Mr. Stedman.
Caroline D. Pollard. Cl. VI.	"	Mr. Fallon.
Lavonne E. Walbridge. Cl. IV.	"	Mr. Conboye.
Ellen E. Leach. Cl. IV.	"	Mr. Maguire.
Catharine R. Greenwood. Cl. III.	"	Mr. Greene.
Nannie H. White. Cl. III.	"	Mr. Ordway.
Harriette A. Bettis. Cl. I.	"	Mr. Shattuck.
Priscilla Johnson. Cl. II.	"	Mr. Reynolds.
Sarah E. Lewis. Cl. II.	"	Mr. Woods.
Emily E. Maynard. Cl. I.	"	Mr. Hunt.

Lane Place.

Amelia E. N. Treadwell. Cl. I.	<i>Sub-Committee,</i>	Mr. Reynolds.
Margaret F. Tappan. Cl. I.	"	Mr. Green.
Mary L. H. Gerry. Cl. II.	"	Mr. Riley.
Maria J. Mahoney. Cl. III.	"	Mr. Conboye.
Julia A. O'Hara. Cl. IV.	"	Mr. Ordway.
Ellen L. Collins. Cl. V.	"	Mr. Maguire.
Anna M. LeCain. Cl. VI.	"	Mr. Woods.
Julia M. Driscoll. Cl. VI.	"	Mr. Fallon.
Adelia E. Edwards.	"	Mr. Ordway.
Lydia B. Felt.	"	Mr. Foye.

East Street Place.

Harriet B. Cutler, Special Instruction. *Sub-Committee,* Mr. Page.

RICE SCHOOL DISTRICT.

COMMITTEE.

Charles L. Flint, <i>Chairman.</i>	Samuel G. Bowdlear,
Wm. B. Merrill, <i>Secretary.</i>	Lyman Mason,
Zachariah Jellison,	Wm. T. Brigham,
J. Coffin Jones Brown,	Wm. H. Baldwin,
Henry C. Hunt,	William Pope.
Charles Hutchins,	

RICE SCHOOL.

Corner of Dartmouth and Appleton Streets.

Lucius A. Wheelock, <i>Master.</i>	Florena Gray, <i>Master's Assist-</i>
Cl. I., Div. 1.	<i>ant.</i> Cl. I., Div. 1.
Edward Southworth, <i>Sub-Mas-</i>	E. Maria Simonds, <i>Head Assist-</i>
<i>ter.</i> Cl. II., Div. 1.	<i>ant.</i> Cl. IV., Div. 2.
Charles F. Kimball, <i>Usher.</i> Cl.	
III., Div. 1.	

ASSISTANTS.

Harriet D. Hinckley. Cl. IV.,	Henrietta Jenkins. Cl. VI.,
Div. 1.	Div. 1.
Clara M. Simonds. Cl. V., Div. 1.	Ella T. Gould. Cl. VI., Div. 2.
Florence Marshall. Cl. V., Div. 2.	Harriet W. Leatherbee. Cl. VI.,
— — — — —. Cl. V., Div. 3.	Div. 3.

PRIMARY SCHOOLS.

Suffolk Street.

Josephine G. Whipple. Cl. I.	<i>Sub-Committee,</i> Mr. Merrill.
Georgiana A. Ballard. Cl. II.	“ Mr. Brigham.
Frances M. Sylvester. Cl. III.	“ Mr. Baldwin.
Ella B. Cheney. Cl. IV.	“ Mr. Pope.
Annie L. Pierce. Cl. V.	“ Mr. Jellison.
Jane E. Haskell. Cl. VI.	“ Mr. Bowdlear.
Mary Beal. Cl. VI.	“ Mr. Mason.

SHURTLEFF SCHOOL DISTRICT.

COMMITTEE.

John S. H. Fogg, <i>Chairman.</i>	Christopher A. Connor,
Samuel F. Bachelder, <i>Secretary.</i>	Arthur H. Wilson,
Francis H. Underwood,	Warren P. Adams,
J. J. Lewis,	William Sayward.

SHURTLEFF SCHOOL.

Dorchester Street.

Henry C. Hardon, <i>Master.</i> Cl. I., Div. 1.	Ellen E. Morse, <i>Head Assistant.</i> Cl. II., Div. 1.
Anna M. Penniman, <i>1st Head Assistant.</i> Cl. I., Div. 1.	Lavinia B. Pendleton, <i>Head Assistant.</i> Cl. III.
Emeline L. Tolman, <i>Head Assistant.</i> Cl. III., Div. 1.	

ASSISTANTS.

Martha E. Morse. Cl. IV., Div. 1.	Julia Clapp. Cl. VI., Div. 1.
	Mary E. Frye. Cl. VI., Div. 1.
Sarah L. Garrett. Cl. IV., Div. 1.	Harriet S. Howes. Cl. VI., Div. 2.
Rosanna N. Blanchard. Cl. V., Div. 1.	Eliza Cleary, <i>Sewing Teacher.</i>
Abby S. Hammond. Cl. V., Div. 1.	William Dillaway, <i>Janitor.</i>

PRIMARY SCHOOLS.

Washington Village.

Margaret T. Pease. Cl. I.	Clara G. Dickson. Cl. IV.
Eliza F. Blacker. Cl. II.	Sarah B. Packard. Cl. V.
Ella C. Handy. Cl. III.	Marion W. Rundlett. Cl. VI.

Ward Room Building.

Susan Mulloy. Special instruction.

WASHINGTON AND DUDLEY SCHOOL DISTRICT.

COMMITTEE.

Ira Allen, <i>Chairman</i> .	P. O'Meara Edson,
George W. Adams, <i>Secretary</i> .	Daniel G. Clark,
Wm. S. Pelletier,	John O. Means,
George H. Monroe,	James Waldock.
Joseph H. Streeter,	

WASHINGTON SCHOOL.

2000 *Washington Street*.

Leverett M. Chase, <i>Master</i> .	Cl. Harriet E. Davenport, <i>Head</i>
L., Div. 1.	<i>Assistant</i> . Cl. III., Div. 1
Charles W. Hill, <i>Sub-Master</i> .	and 2.
Cl. II., Div. 1 and 2.	Mary E. Johnson, <i>Head Assis-</i>
Anna M. Williams, <i>Master's</i>	<i>tant</i> . Cl. IV., Div. 1 and 2.
<i>Head Assistant</i> . Cl. I., Div. 1.	

ASSISTANTS.

Lilly H. Bowman. Cl. V., Div.	Lucy L. Burgess. Cl. VI.,
1 and 2.	Div. 2.
Mira W. Pond. Cl. V., Div. 1.	Fanny McDonald. Cl. VI.,
Harriet A. Lewis. Cl. VI.,	Div. 2.
Div. 1.	

DUDLEY SCHOOL.

Sarah J. Baker, <i>Principal</i> .	Cl. Dora A. Pickering, <i>Principal's</i>
I., Div. 1.	<i>Assistant</i> . Cl. I., Div. 2.
Jane S. Leavitt, <i>Head Assistant</i> .	Cl. II., Div. 1 and 2.

ASSISTANTS.

Mary C. Whippey, Cl. III.,	Eliza Brown. Cl. V., Div. 1
Div. 1 and 2.	and 2.
S. Maria Wheeler. Cl. IV.,	Mary L. Gore. Cl. VI.,
Div. 1 and 2.	Div. 1.
Susan H. Blaisdell. Cl. VI.,	Div. 2.

Assistants.

Abby S. Boutwell. Cl. IV., Mary M. Perry. Cl. V., Div. 2.
 Div. 1. Elizabeth P. Winning. Cl. VI.
 Mary T. Locke. Cl. IV., Div. 2. Div. 1.
 Maria L. Dowdell. Cl. V., Div. 1. Ellen M. Brown. Cl. VI., Div. 2.
 Matilda A. Gerry, Cl. VI., Div. 3. James Martin, *Janitor*.

PRIMARY SCHOOLS.

Dean School, Wall street.

Anna A. James. Cl. I. and II. *Sub-Committee*, Mr. Slade.
 Mary L. Bailey. Cl. III. and IV.
 Elizabeth D. McClure. Cl. V. " Mr. Holbrook,
 Adelaide A. Rea. Cl. VI. " Mr. Slade.
 Lavinia M. Allen. Special In-
 struction.
 Sarah A. Randall. Special In- " Mr. Rust.
 struction.

Emerson School, Poplar street.

Mary S. Watts. Cl. I. *Sub-Committee*, Mr. Stevens.
 Eliza A. Freeman. Cl. II. " Mr. Sanders.
 Emma Dexter. Cl. III. " Mr. Bent.
 Maria W. Turner. Cl. IV. " Mr. Jellison
 Sarah C. Chevaillier. Cl. V. " Mr. Lamson.
 Lucy M. A. Redding. Cl. VI. " Mr. McDonough.

WINTHROP SCHOOL DISTRICT.

COMMITTEE.

Henry P. Shattuck, *Chairman*. John P. Ordway,
 William Woods, *Secretary*. Francis D. Stedman,
 Samuel A. Green, John H. Woodbury,
 William H. Page, Eben R. Frost,
 J. Coffin Jones Brown, Charles J. Prescott,
 John P. Reynolds, John M. Maguire.
 Charles C. Shackford,

WINTHROP SCHOOL.

Tremont street, near Eliot.

Robert Swan, *Master*. Cl. I., Rebecca R. Joslin, *Head Assistant*. Cl. II., Div. 2.
 Div. 1.
 Susan A. W. Loring, *Master's* Almira Seymour, *Head Assistant*. Cl. I., Div. 1.
 Head Assistant. Cl. III., Div. 1.
 2. Maria L. S. Ogden, *Head Assistant*. Cl. III., Div. 2.
 M. Gertrude Ladd, *Head Assistant*. Cl. II., Div. 1.

ASSISTANTS.

Elizabeth B. Swan. Cl. I., Div. 1. Emma V. Flagg. Cl. VI., Div. 1.
 Elizabeth S. Emmons. Caroline Nolen. Cl. VI., Div. 2.
 Ella L. Bird. Cl. IV., Div. 1. Maria L. Barney. Cl. VI., Div. 3.
 Mary F. Light. Cl. IV., Div. 2. Mary C. Jones. Cl. VI., Div. 4.
 Mary E. Davis. Cl. V., Div. 1. Mary E. Barston. Cl. VI., Div. 5.
 Emma K. Valentine. Cl. V.,
 Div. 2. Isabella Cumming, *Sewing*
 Mary I. Danforth. Cl. V., Div. 3. *Teacher*. Cl. VI.

PRIMARY SCHOOLS.

Tyler street.

Rebecca R. Thayer. Cl. I. *Sub-Committee*, Mr. Woods.

Harrison avenue.

Mary B. Browne. Cl. II. *Sub-Committee*, Mr. Ordway.

Tyler Street.

Frances Torrey. Cl. III and IV. *Sub-Committee*, Mr. Page.
 Mary A. B. Gore. Cl. V. " Mr. Reynolds.
 Ella M. Seaverns. Cl. VI. " Mr. Frost.

Hudson Street.

Caroline S. Crozier. Cl. I. and II. *Sub-Committee*, Mr. Green.
 Henrietta Madigan. Cl. III. and IV. " Mr. Stedman.
 Emma I. Baker. Cl. V. " Mr. Shackford.
 Elizabeth A. Reily. Cl. VI. " Mr. Prescott.

SCHOOLS FOR LICENSED MINORS.

North Margin Street.

Sarah A. Brackett.

East Street Place.

Melissa P. Taylor.

SCHOOL FOR DEAF MUTES.

*No. 11 Pemberton Square.*Sarah Fuller, *Principal.*Mary F. True, *Assistant.*Ellen L. Barton, *Assistant.*

DORCHESTER DISTRICT.

COMMITTEE.

William Pope, *Chairman.*

John Kneeland,

John W. Porter, *Secretary.*

J. Coffin Jones Brown,

William T. Adams,

George H. Monroe,

John H. McKendry,

John W. Foye,

William Withington,

Liberty D. Packard.

William Sayward,

CODMAN SCHOOL.

River Street, Lower Mills.

Edward M. Lancaster. Cl. I.

Emma A. Melville. Cl. IV.

S. Louise Pope. Cl. II.

Laura A. Littlefield. Cl. V. and

Isabelle A. Worsley. Cl. III.

VI.

PRIMARY TEACHERS.

Elizabeth J. Stetson. Cl. I. and
II.Hannah E. Pratt. Cl. V. and
VI. *Committee, Messrs. Mc-*R. Ellertine Robie. Cl. III. and
IV.

Kendry and Porter.

EVERETT SCHOOL.

*Sumner Street.*Roland F. Alger, *Master.* Cl. I.

ASSISTANTS.

Elsie J. Parker. Cl. II. Emma A. Fitch. Cl. IV.
 Mary A. Jenkins. Cl. III. Florence L. Etheridge. Cl. V.

PRIMARY TEACHERS

Cora L. Etheridge.
 Marion W. Brooks. *Committee*, Messrs. Sayward and Packard.

GIBSON SCHOOL.

School Street.

William E. Endicott, *Master*.

ASSISTANTS.

Mary J. Hower. Cl. II. Ella Whittredge. Cl. IV.
 Emma L. Howe. Cl. III.

PRIMARY TEACHERS.

Mary E. Tolman. Cl. I. *Committee*, Messrs. Withing-
 Frances Harding. Cl. II. ton and Monroe.

ATHERTON SCHOOL.

Columbia Street.

Ella S. Wales. Cl. I. *Committee*, Messrs. Withing-
 Charlotte E. Baldwin. Cl. II. ton and Monroe.

HARRIS SCHOOL.

Adams Street.

Edwin T. Horne, *Master*. Cl. I. and II.

ASSISTANTS.

Ann Tolman. Cl. III. Sarah E. Hearsey. Cl. V. and VI.
 Mary E. Noyes. Cl. IV. Martha Foster. Cl. VII.

PRIMARY TEACHERS.

Ann M. Gilbert. Martha W. Child.
 Committee, Messrs. Pope and Foye.

STOUGHTON INTERMEDIATE.

*Codman Street.*Mary J. Pope. *Committee*, Messrs. Pope and Foye.

MATHER SCHOOL.

*Meeting-House Hill.*Daniel B. Hubbard, *Master*.Elizabeth C. Wood, *Master's Assistant*. Cl. I. and II.

ASSISTANTS.

Lucy J. Dunnels. Cl. III and IV. Annie L. Jenkins. Cl. V.

Mary P. Pronk. Cl. VI.

PRIMARY TEACHERS.

Ella L. Howe. Cl. I. and II. S. Kate Shepard. Cl. V.

Esther M. Drake. Cl. III. and IV. (Vacancy.) Cl. VI.

Committee, Messrs. Adams and Kneeland.

STOUGHTON SCHOOL.

*Walnut Street.*Joseph T. Ward, jr., *Master*. Div. 1.

ASSISTANTS.

Anna Le B. Deanes. Div. 2. Isabel F. P. Emery. Div. 3.

Ann E. Collins. Div. 4.

PRIMARY TEACHERS.

Jane M. Severns. Div. 5. Jane S. Burchsted. Div. 7.

Frances E. Hildreth. Div. 6.

Committee, Messrs. Porter and Brown.

TILESTON SCHOOL.

*Norfolk Street (Mattapan).*Henry B. Miner, *Master*. Cl. Martha A. Baker, *Assistant*,
I. and II. Bird street. Cl. III. and IV.

PRIMARY TEACHERS.

Catharine E. Cook. Cl. I., II. Elizabeth S. Fisher. Cl. III., IV.

Committee, Messrs. McKendry and Withington.

TRUANT OFFICERS.

The city is divided into ten Truant Districts, to which the officers are assigned as follows:—

OFFICERS.	DISTRICTS.	SCHOOL DISTRICTS BELONGING.
Chase Cole.	North.	Eliot, Hancock.
C. E. Turner.	East Boston.	Adams, Chapman, Lyman, Prescott.
Geo. M. Felch.	Central.	Bowdoin, Mayhew, Phillips, Wells.
E. G. Richardson.	Southern.	Brimmer, Bowditch, Quincy, Winthrop.
Phineas Bates.	South Boston.	Bigelow, Lawrence, Lincoln, Norcross, and Shurtleff.
A. M. Leavitt.	South.	Dwight, Everett, Franklin, Rice, and Boylston.
Samuel McIntosh.	Roxbury, East District.	Lewis, Dearborn, and Dudley and Washington, East of Shawmut Avenue.
E. F. Mecuen.	Roxbury, West District.	Comins, Lewis, and Dudley, and Washington, West of Shawmut avenue.
James P. Leeds.	Dorchester, South District.	Everett, Harris, and Minot.
Jeremiah M. Swett.	Dorchester, North District.	All schools <i>except</i> the Everett, Harris, and Minot.

Each officer has order boxes at certain convenient places in his district, where teachers may send notes when they desire to report cases of truancy to him. These boxes are located as follows:—

ORDER BOXES.

North.

Hancock School-house.

Police Station No. 1, Hanover street.

East Boston.

Adams, Chapman and Prescott School-houses.
Police Station No. 7, Meridian street.

Central.

Mayhew School-house.
Police Station No 3, Joy street.

Southern.

Brimmer and Quincy School-houses.
Police Station No. 4, La Grange street.

South Boston.

Bigelow and Lincoln School-houses.
Police Station No. 6, Broadway, near C street.

South.

Dwight and Rice School-houses.
Police Station No. 5, East Dedham street.

Roxbury, East.

Dearborn School-house.

Roxbury, West.

Franklin place, Washington and Comins School-houses.

Dorchester.

At each of the School-houses.

The Truant Officers meet every Monday morning, at 10½ o'clock at the Truant Court Room, in the Court House. Also at 12 o'clock, on the first Monday of each month, at the Room of the Superintendent of Schools.

HIGH AND GRAMMAR SCHOOL-HOUSES.

April 30, 1870.

Latin and English High, Bedford street; built in 1844. Lot 12,980 feet. An additional story added in 1863. The Latin School was established in 1635, and the High School in 1821.

Normal, Mason street; built in 1848, with large additions and alterations in 1861-2. Lot 12,771 feet.

Normal Training, corner Allston and Somerset streets. Lot 5,488 feet.

Adams, Sumner and Lamson streets, East Boston; built in 1856, with an engine-house; the latter not occupied. Lot 14,100 feet.

Bowdoin, Myrtle street; built in 1848. Lot 4,892 feet.

Brimmer, Common street; built in 1843. Lot 11,097 feet.

Bigelow, Fourth street, South Boston; built in 1849-50. Lot 12,660 feet.

Bowditch, South street, built in 1861-62. Lot 12,006 feet.

Chapman, Eutaw street, East Boston; built in 1849-50. Lot 13,040 feet.

Comins, Tremont street; built in 1856; extensively altered in 1869. Lot 23,780 feet.

Comins Branch, Smith street; built in 1849. Lot 6,952 feet.

Comins Branch, Francis street; built in 1853. Lot 12,075.

Dwight, Springfield street; built in 1857. Lot 19,125 feet.

Dudley, Bartlett street; built in 1846. Lot 7,950 feet.

Dearborn, Dearborn court; built in 1852. Lot 26,424 feet.

Eliot, North Bennet street; built in 1838; rebuilt, and lot enlarged, 1859-60. Lot 11,077 feet.

Everett, Camden and Northampton streets, on a city lot running from street to street; built in 1860. Lot 32,409 feet.

Franklin, Ringgold street, corner Hanson; built in 1859. Lot 16,439 feet.

Hancock, Richmond and Prince streets; built in 1847. Lot 13,468 feet.

Hancock Branch, on Richmond street; built in 1867. Lot 12,400 feet. This is also occupied for Primary Schools.

Highlands High, Kenilworth street; built in 1861. Lot 6,667 feet.

Lyman, Meridian street, East Boston; built in 1846. Lot 13,616 feet. Wardroom, Ward 1, in this building.

Lincoln, Broadway, near K street, South Boston; built in 1859. Lot 17,560 feet.

Lawrence, corner of B and Third streets, South Boston; built in 1856. Lot 14,343 feet.

Lewis, Sherman street; built in 1868. Lot 27,830 feet.

Mayhew, Hawkins street; built in 1847. Lot 9,625 feet.

Norcross, D street; built in 1868. Lot 12,075 feet.

Phillips, corner of Anderson and Phillips street; built in 1861-62. Lot 11,190 feet.

Prescott, Prescott, Saratoga, and Bennington streets, East Boston; built in 1865. Lot 39,952 feet.

Quincy, Tyler street; built in 1847, destroyed by fire in March, 1859; rebuilt in 1859-60. Lot 11,766 feet.

Boylston (formerly Old Franklin), Washington street; rebuilt in 1845. Lot 15,073 feet. The Ward room for Ward 10 is in this building.

Rice, Dartmouth street; built in 1869. Lot 27,125 feet.

Shurtleff, Dorchester street; built in 1869. Lot 41,000 feet.

Ticknor, Dorchester, corner of Middle street, Washington Village; built by the town of Dorchester in 1848, purchased by the City of Boston in 1855; was enlarged from four to twelve rooms in 1865. Lot 11,486 feet.

Winthrop, Tremont street; built in 1854-5. Lot 15,078 feet.

Wells, Blossom street; rebuilt in 1868. Lot 17,657 feet; Ward room, Ward 3, in this building.

Washington, Washington street; built in 1840. Lot 14,390.

Lot on Ferdinand Street, purchased in 1865 for a Grammar school-house, containing 25,691 feet. Cost \$32,171.

The new *Lyman* school-house is being built on the lot corner of Paris and Decatur streets, bought in 1867. Lot 26,250 feet.

The new *High and Normal* school-house for girls is being built on a lot on Newton and Pembroke streets, purchased in 1868. Lot 26,605 feet.

The following school-houses, all wooden, situated in Ward 16, became the property of the City of Boston in accordance with the terms of the act of annexation :—

High, Gibson street ; four rooms and a hall.

Everett, Sumner street ; seven rooms.

Mather, Meeting House Hill ; seven rooms.

Harris, Centre street ; eight rooms and a hall.

Gibson, School street ; five rooms.

Codman, Lower Mills ; five rooms.

Tileston, Norfolk street, Mattapan ; eight rooms and a hall.

Stoughton, Walnut street ; seven rooms.

Atherton, Columbia street ; one room.

Stoughton Intermediate, Codman street ; two rooms.

There is being constructed at the corner of Dorchester avenue and Centre street a new High-school building of brick, which was commenced before annexation.

Total number of feet of land occupied by the above High, Latin, Normal, and Grammar school-houses, 529,998 feet. The original cost of these houses and land was about \$3,028,868.59.

PRIMARY SCHOOL-HOUSES.

Andrews, Genesee street ; built in 1848. Lot 5,393 feet ; three rooms.

Austin, Paris street, East Boston ; built in 1849. Lot 5,860 feet ; six rooms.

Avon Place, Boston Highlands ; built in 1851. Lot 10,057 feet ; two rooms.

Baldwin, Grant place ; built in 1864. Lot 6,139 feet ; six rooms.

Bailey, Newbern place, leading from Carver street ; built in 1840. Lot 1,729 feet ; three rooms.

Channing, Cove street ; built in 1866. Lot 7,140 feet ; nine rooms.

Cook, Groton street ; built in 1852. Lot 4,922 feet ; six rooms.

Cheever, Thacher street ; built in 1846. Lot 2,003 feet ; three rooms.

Hayden Place, Boston Highlands; built in 1859. Lot 13,500 feet; four rooms.

Dwight, Rutland street; built in 1851. Lot 7,850 feet; six rooms.

Dean, Wall street; built in 1853. Lot 3,649 feet; six rooms.

Daves, High street place; built in 1860. Lot 6,199 feet; six rooms.

Drake, C street, South Boston; built in 1869. Lot 10,260 feet; six rooms.

Emerson, Poplar street; built in 1850-61. Lot 5,924 feet; six rooms.

East Street Place; built in 1849. Lot 2,706 feet; four rooms.

Mount Pleasant Avenue, Boston Highlands; built in 1847. Lot 9,510 feet; two rooms.

Eustis Street, Boston Highlands; built in 1848. Lot 13,543 feet; four rooms.

Thornton Street, Boston Highlands; built in 1847. Lot 6,640 feet; two rooms.

Freeman, Charter street; built in 1868. Lot 5,247 feet; six rooms.

Franklin Place, Boston Highlands; built in 1865. Lot 8,098 feet; four rooms.

Guild, East street, two houses; old house built in 1835; twelve rooms. New house built in 1866; nine rooms. Lot 7,250 feet.

Grant, Phillips (formerly Southac) street; built in 1852. Lot 3,744 feet; four rooms.

George Street, Boston Highlands; built in 1861. Lot 18,894 feet; six rooms.

Hawes, Broadway, South Boston; built in 1823; eight rooms. The lot contains about 14,972 feet, including the land occupied by the Simonds School.

Heath Street, Boston Highlands; built in 1857. Lot 10,557; two rooms.

Ingraham, Sheafe street; built in 1848. Lot 2,198 feet; three rooms.

Mackintosh, Lane place and Purchase place; three buildings, two brick and one wood; four rooms in each of the brick and two in the wooden building. Lot 5,473 feet.

Monroe Street, Boston Highlands ; built in 1854. Lot 11,910 feet ; two rooms.

Mill-Dam, Boston Highlands ; built in 1849. Lot not owned by the city ; two rooms.

Mather School-house, on Broadway, between B and C streets ; built in 1842. Lot 10,160 feet ; ten rooms.

North Margin Street, built in 1837. Lot 1,661 feet ; two rooms.

Oliver, Sumner street, near Lamson street, East Boston ; built in 1843. Lot 2,263 feet ; two rooms.

Pierpont, Hudson street, near Oak ; built in 1850. Lot 4,216 feet ; four rooms.

Parkman, Silver street, South Boston, between Federal and A streets ; built in 1848. Lot 5,306 feet ; six rooms.

Pormort, Snelling place, from Hull street ; built in 1855. Lot 4,373 feet ; six rooms.

Purchase Place ; formerly a dwelling-house, remodelled and enlarged 1861. Lot 1,047 feet ; two rooms.

Phillips Street, Boston Highlands, built in 1867. Lot 20,595 feet ; eight rooms.

Primary School-house, Appleton street ; built in 1870. Lot 18,454 feet ; ten rooms.

Rice, Concord street ; built in 1845 ; remodelled and enlarged in 1861. Lot 10,756 feet ; twelve rooms, and a Ward room for the citizens of Ward 11.

South Margin Street ; built in 1825. Lot 1,586 feet ; two rooms.

Savage, Harrison avenue (near Essex street) ; built in 1862. Lot 5,537 feet ; four rooms for schools, and a ward room for Ward 5. There are at the present time three classes of the English High School and one Primary in this building.

Smith, Joy street, corner of Smith court ; built in 1834. Lot 1,938 feet ; two rooms.

Sharp, Old Phillips, corner of Anderson and Pinckney streets. Lot 5,611 feet ; six rooms, and a Ward room for Ward 6.

Shurtleff, Tyler street ; built in 1855. Lot 3,900 feet ; six rooms.

Simonds (rear of Hawes), Broadway, South Boston ; built in 1840 ; three rooms.

Western Street, Boston Highlands ; built in 1854. Lot 14,916 feet ; four rooms.

Tuckerman, on Fourth street, City Point, between L and M; built in 1850, enlarged in 1865. Lot 11,655 feet; six rooms.

Thurston, Hanover street; built in 1851. Lot 2,023 feet; three rooms.

Tappan, Lexington street, East Boston; built in 1846. Lot 4,025 feet; three rooms.

Vernon Street, Boston Highlands; built in 1849. Lot 7,675 feet; four rooms.

Wisner, Warrenton street; built in 1854. Lot 3,078 feet; six rooms.

Webster, Webster street, East Boston; built in 1852. Lot 5,036 feet; six rooms.

Ware, North Bennet street; built in 1862; has 6,439 feet of land, four rooms, and a Ward room for Ward 2.

Webb, Porter street, East Boston; built in 1853. Lot 7,492 feet; six rooms.

Winchell, Blossom street; built in 1845. Lot 5,000 feet; three rooms.

Wait, Suffolk street; built in 1859-60. Lot 10,974 feet; eight rooms.

Way Street; built in 1850. Lot 2,508 feet; three rooms.

Winthrop Street, Boston Highlands; built in 1857. Lot 9,775 feet; two rooms.

Yeoman Street, Boston Highlands; built in 1849. Lot 5,006 feet; four rooms. The old house has been removed and another is being built. An additional lot of land has been bought during the past year, containing 13,140 feet.

The Primary School-houses before mentioned, occupy about 383,108 square feet of land. The cost of these houses and land was about \$1,536,338.19.

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